

..... NAVY FAMILY SERVICE CENTERS

RELOCATION ASSISTANCE PROGRAM

.....**DESK GUIDE  VOLUME 8**.....

NAVAL PERSONNEL COMMAND

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ACKNOWLEDGMENTS

Providing relocation assistance programs and services to sailors and their families is the responsibility of the Commanding Officers at installations worldwide. At most installations, these programs and services are provided by the Family Service Center (FSC). When Naval Personnel Command (NPC-66) requested input from FSCs regarding their relocation programs and services, a wealth of information was graciously provided. To a large extent, this Relocation Assistance Program (RAP) Desk Guide is a reflection of the talented and dedicated FSC staff worldwide.

The quality and comprehensiveness of the resources provided by the FSCs at Naval Air Station, Oceana, VA; Naval Base, Naples, Italy; Naval Base, Norfolk; and Naval District, Washington, D.C., were impressive and utilized extensively throughout this guide.

The Department of the Army provided excellent reference materials to NPC-66 for use in this Desk Guide as well. The “Army Community Services Relocation Assistance Program Manager's Training Course” introduced extensive background information on successful integration of relocation assistance program elements.

Site visits to Naval Air Station, Oceana, VA, and Naval District, Washington, D.C., FSCs also gave excellent perspectives on the day-to-day functioning of relocation programs and supplied model program materials.

Providing the highest quality and well-integrated RAP services is essential to the successful accomplishment of the Navy's overall mission. This Desk Guide is a reflection of the dedicated staff at FSCs worldwide who are committed to that goal.

FOREWARD

This Desk Guide is addressed to FSC Directors, RAP staff, and FSC staff. It is designed to function as a reference and training tool for FSC staff members who are assigned relocation assistance duties.

The purpose of this guide is to provide useful information, ideas, and tools with which to manage the RAP at the local FSC. It is understood that the procedures outlined in the following text are to be seen as guidelines, not for a FSC's RAP. Developing an effective program is a gradual process that must be strategically planned and supported by adequate staff and resources. It remains your challenge to appropriately apply the models and standards contained in this guide. You best know your FSC, your installation and its mission, your local area and the needs of military members, and the families you serve.

The RAP is of such vital importance that in 1989, Congress enacted legislation to establish standardized relocation programs throughout the Department of Defense. Standards are essential to program excellence. Therefore, these guidelines are intended to clarify roles and responsibilities, functions and services of the FSC RAP. This information is offered to assist the local FSC in designing and managing the RAP in coordination with the Commanding Officer and other installation organizations. Although it may not be possible for your center to implement a RAP containing all the program elements described in this Desk Guide, let the criteria in this guide serve as a standard against which to plan, manage, and evaluate your program.

INTRODUCTION

This Desk Guide is divided into six major parts:

- Relocation Assistance Program: An Overview.
- Planning and Developing the Relocation Assistance Program.
- Implementing and Managing the Relocation Assistance Program.
- Relocation Assistance Programs and Services.
- Basic Issues in Intercultural Relations.
- Appendix.

Each part is further divided into sections that include the information necessary for operating a RAP at each FSC. References to other pertinent sections of the guide are made in the body of the text so that related information may be perused more readily. Suggested resource material and sample handouts are placed at the end of the appropriate section for ease of search.

FSC Directors will find Part 1, An Overview, of particular interest to them. They are also encouraged to review and utilize Parts 2 and 3, which pertain to planning, developing, managing, and evaluating the RAP. This Desk Guide is also a useful orientation tool for all new FSC staff as relocation is a major characteristic of the Navy lifestyle. RAP staff will find Part 4 particularly useful as it includes model program materials from FSCs worldwide. Part 5 contains an overview of intercultural relations training for relocation supervisors and staff trainers. Part 6 is a valuable collection of available resources.

PART 1. RELOCATION ASSISTANCE PROGRAM (RAP): AN OVERVIEW

This section addresses the philosophy, the mission and the goals of the Relocation Assistance Program (RAP). It highlights coordination of the RAP, projects RAP recommendations for the future, and outlines the scope of the program.

1.1 BACKGROUND AND CONGRESSIONAL MANDATE

Family Service Centers (FSCs) exist to provide services that facilitate personal and family readiness and adaptation to life in the U. S. Navy. The primary mission of each FSC is to assist commands in achieving operational readiness, superior performance, member retention, and a reasonable quality of life for Navy personnel and their families. Commands and FSCs share the common goals of keeping individuals and families healthy and strong, preventing individual and family dysfunction, facilitating personal and family self-sufficiency, and creating overall command and community wellness. (FSC Master Plan, 1998).

SECNAVINST 1754.1 established policy for FSCs in 1984. In 1992, the Department of Defense (DoD) Instruction 1343.22 required core FSC services to be available for all military service and family members throughout the DoD. In 1995, the Secretary of the Navy directed that a Comprehensive Assessment of Quality of Life Programs be conducted and Master Plans be developed for Navy and Marine Corps FSC Programs.

Since their inception, FSCs have included relocation assistance services that are offered to meet the needs of service members and their families. With the development of the FSC Master Plan in 1998, relocation assistance continues to be an integral part of the FSC mission, becoming part of the form readiness support capabilities under Capability 2: Relocation Assistance. See Section 1.5.1, Relationship to FSCs, for further details.

One of the most familiar characteristics of the U.S. Navy is its mobile lifestyle. Each year, one out of every five Navy families receive permanent change of station (PCS) orders. This means they must pack their household goods and move to new geographic locations. A large number of personnel are also reassigned to new duty stations outside of the continental United States (OCONUS).

Although many civilian families also move periodically, relocation in the Navy is unique, differing from that of the private sector in several ways. One way is the frequency of moves made by the military member. It is not unusual for service member households to move every 3 or 4 years, sometimes more often. For the most part, civilian moves are

made by mid and senior level executives, whereas military transfers occur at every paygrade. The Navy member has less, if any, choice and the move is not necessarily viewed as “moving up.”

So important is the relocation support issue that Congress passed legislation that mandates the planning of standardized relocation progress throughout the Department of Defense. This congressional mandate, 10 U.S.C. 1056, mandates that relocation assistance shall include:

- (A) Provision of destination area information and preparation (to be provided before the change of permanent station takes effect), with emphasis on information with regard to moving costs, housing costs and availability, child care, spouse employment opportunities, cultural adaptation and community orientation.
- (B) Provision of counseling for financial management, home buying and selling, renting, stress management aimed at intervention and prevention of abuse, property management and shipment and storage of household goods (including motor vehicles and pets).
- (C) Provision of settling-in services, with emphasis on available government living quarters, private housing, child care, spouse employment assistance information, cultural adaptation and community orientation.
- (D) Provision of home finding services, with emphasis on services for locating adequate, affordable temporary and permanent housing.

The RAP at the FSC must address the significant problems associated with the Navy’s mobile lifestyle:

- Multiple relocations of military families have become a routine part of the military lifestyle, disrupting military organizations and families, and seriously affecting retention, readiness, and morale. Relocation will always remain a major component of the military lifestyle. With 20% of all Navy active duty personnel moving annually, there are more than 80,000 Navy families “PCSing” every year.
- Military members may incur significant nonreimbursable expenses related to PCS moves; it is estimated that the member is only reimbursed 1 out of every 3 dollars expended for expenses such as temporary lodging, real estate expenses, and miscellaneous out-of-pocket expenses.
- Military spouses must struggle to develop and maintain careers. Two income families are a reality in the military. It is estimated that 60% of enlisted members’ spouses and 32% of officers’ spouses need a second income for basic living expenses.

- Military families in general are young and inexperienced. Civilian transfers tend to be for mid or top level executives. Moves tend to be more turbulent for younger, less skilled families.
- Societal problems such as shortage of adequate, affordable housing and child care impact strongly upon military personnel and families. This especially impacts Navy members and their families due to high-cost areas of fleet concentration.

To help neutralize the negative effects of relocation on retention, readiness, and morale, the RAP at the FSC shall offer services and programs designed to assist service members in developing the skills necessary to manage relocation successfully.

1.2 PHILOSOPHY OF FAMILY SERVICE CENTER RELOCATION ASSISTANCE PROGRAM

Relocation assistance is a program whose time has come. Relocation assistance is a powerful tool that can directly improve the readiness and retention of highly skilled service members. Until a few years ago, military leadership viewed relocation as a “soft” social issue. Today, military leadership recognizes that relocation directly affects the bottom line in terms of military readiness and retention. The Relocation Program at the FSC is a direct reflection of that new commitment.

An effective RAP is one that is skillfully managed and one that is partially reactive and partially proactive. The reactive aspect of the FSC RAP involves responding to direct inquiries via phone, mail, electronic mail, or one-on-one service. To be optimally effective, this aspect of the RAP involves being fully committed to customer service and the willingness to “go the extra mile.” This reactive, direct customer service aspect of the RAP must be characterized by the following qualities:

- A genuine commitment to help.
- Prompt and courteous service.
- Careful documentation of all inquiries and the type of information requested.
- Follow-through and follow-up to ensure matching of needs to appropriate services.

The proactive aspect of an effective RAP involves several components:

- Conducting a needs assessment to design programs and services to meet the requirements of your installation personnel. Needs assessment can be either
 - Annual (as part of the overall FSC needs assessment).

- Ongoing (include opportunities for feedback and input in Welcome Aboard Packets, program evaluations, direct client follow-up, electronic-mail response, etc.).
- See Section 3.3, Quality Control.
- Tracking and analyzing RAP inquiries to
 - Design programs to address identified questions and concerns.
 - Develop outreach “fact sheets” on most commonly asked questions (i.e., housing, child care, SEAP, etc.).
- Provide feedback to Installation Commanding Officer (CO) regarding personnel needs.
 - See Part 2, Planning and Developing the Relocation Assistance Program.
- Networking within the Navy installation and surrounding civilian community to make appropriate referrals and to coordinate services (see Section 1.5, Coordination of Relocation Assistance Program).
- Marketing of FSC’s RAP center personally through the Navy’s new LIFELines QOL Mall (www.lifelines4qol.org) or through other FSC staff (see Section 3.1, Marketing).

Further, the FSC RAP should be characterized by the following traits:

- Quality: Providing services and programs that have proven value and meet client needs.
- Efficiency: Providing appropriate, practical, and timely services.
- Cost effectiveness: Providing services and programs that are cost sensitive, are an appropriate utilization of resources, and are a direct reflection of the needs of your installation.

Overall, the FSC RAP is one that is client based. Its services and programs are a reflection of the needs of the installation, commands, the service member, and his/her family. FSC relocation programs must provide the military member with the support and tools to develop the necessary skills to manage a mobile military lifestyle in today’s Navy.

1.3 RELATION TO NAVY’S MISSION

The RAP at the FSC supports the mission of the Navy with a wide range of resources and programs for both incoming and outgoing personnel, designed to positively affect

- Operational readiness.
- Quality of life.
- Recruiting and retention.

Excessive concern over personal and family matters related to relocation may reduce performance. RAPs at the FSCs support the Navy's mission by

- Supporting single and married personnel and their families before, during, and following Continental United States (CONUS) and Outside of the Continental United States (OCONUS) moves.
- Facilitating the ease and rapidity of adaptation to new duty stations.
- Reducing the stress that can accompany relocation.
- Minimizing the difficulties associated with the logistics of moving.

1.3.1 OPERATIONAL READINESS

An effective RAP supports operational readiness by

- Alleviating service member's concerns about family stability during PCS relocations so that the service member can focus his or her attention on Navy duties.
- Assisting the service member and family through the "relocation maze" quickly so the service member can accomplish the transition to Navy duties more rapidly following a PCS move.

1.3.2 QUALITY OF LIFE

An effective RAP can have a substantial impact on the quality of life for the military member and his/her family:

- The FSC RAP supports the Navy's philosophy of "taking care of its own." Spouses recognize the Navy's concern for their families in facing the challenges of relocating frequently with the military member.
- Choosing to relocate with the member, rather than remain at the previous duty station, is made easier when there is support to make the move easier for the family.

1.3.3 RECRUITING AND RETENTION

Spouse satisfaction, to which a successful RAP contributes, is directly linked to recruitment and retention in the Navy:

- The Navy has to maintain a competitive edge over the private sector to attract high-level recruits and retain technically skilled personnel.
- The Navy is drawing on a labor market that is shrinking and increasingly competitive.
- Navy pay scales generally cannot compete with the private sector, but other benefits, including assistance with relocation, may compensate for the pay differential.

- Spouse satisfaction can influence the military member's decision to stay in or get out of the Navy.

1.4 RELOCATION ASSISTANCE PROGRAM GOALS

A major goal of the RAP is to educate military members and their families on how to take charge of their move, manage its challenges, and maximize the opportunities the military lifestyle has to offer. Prior planning is the key to staying in control of relocation and coping with the financial, emotional, and logistical demands it makes on military members and their families. The goals of relocation assistance at the FSC are to

- Develop and implement services that assist Navy personnel and families in adjusting to the stresses of the PCS move and a new duty station.
- Ensure that personal and family relocation issues do not detract from command operational readiness.
- Raise awareness of the FSC and all of the programs and services it has to offer.
- Establish a framework of program planning based on the PCS tour cycle.

1.4.1 POLICY AND OTHER GUIDANCE

- 10 U.S.C. 1056, RAPs shall be provided to include destination information, counseling services, settling-in services, and home finding.
- DoD Instruction 1338.19, Relocation Assistance Programs: Establishes policy, assigns responsibilities, and prescribes procedures for use of relocation assistance programs.
- SECNAVINST 1754.6, RAPs for Department of the Navy Military Personnel: Announces policy and assigns responsibility for implementation of RAPs.
- SECNAVINST 1754.1, Department of the Navy FSC Program: Establishes Department of the Navy policy and assigns responsibility for establishing and operating FSCs.
- OPNAVINST 1300.14A, Overseas Screening: Provides guidance on suitability screening for overseas duty.
- OPNAVINST 1740.3A, Sponsor Program: Provides policy and elements of the Sponsor Program.
- OPNAVINST 1754.1A, FSC Program: Establishes Navy policy and assigns responsibility for administering and supporting FSCs.

1.5 COORDINATION OF RELOCATION ASSISTANCE PROGRAM

Inherent in the philosophy of the FSC RAP is that no FSC can or ought to function apart from the community in which it resides or apart from the community of the people it serves.

OPNAVINST 1754.1A, Family Service Center Program states:

“It is the intent of the FSC program that Centers will not duplicate existing resources of good quality that are otherwise available to Navy personnel and their families. The FSC staff will establish and maintain a close cooperative relationship with existing community (military and civilian) resources.”

Each FSC, installation, and surrounding community has a number of services and agencies to assist the relocating service member. It is the job of the RAP staff at the FSC to work with each agency in order to provide comprehensive assistance needed by Navy members and families. Also, see Section 1.5.3, Integration and Coordination with Existing Services.

1.5.1 RELATIONSHIP TO FSCs

The RAP is an integral part of the FSC system. It supports the mission of the FSC by providing vital programs and services that enhance the well-being of Navy families. As illustrated in the FSC Master Plan, FSCs are responsible for implementing four Readiness Support capabilities. Relocation Assistance is a vital Mobility Support function which can directly enhance personal and command readiness.

FAMILY SERVICE CENTER MASTER PLAN
FSC READINESS SUPPORT AND KEY FUNCTIONS

<p><u>Capability 1: Operational Support</u></p> <p>Crisis Response Deployment Support Information and Referral Services Life Skills Education Ombudsman & Key Volunteer Network Support Outreach Services Personal Financial Management Sexual Assault and Rape Prevention/Response</p>	<p><u>Capability 2: Mobility Support</u></p> <p>Exceptional Family Member Support Relocation Assistance Employment Assistance Transition Assistance</p>
<p><u>Capability 3: Counseling and Advocacy Support</u></p> <p>Clinical Counseling New Parent Support Family Advocacy Victim Advocacy</p>	<p><u>Capability 4: Management and Technology Support</u></p> <p>FSC Management Administrative Support Computer Support Distance Education Marketing and Community Partnerships Military Facilities Support Management Volunteer/Retiree Coordination</p>

To ensure broad-based support for the RAP, the staff must engage in the following activities:

- Identify areas of overlap between RAP and other FSC programs and services and work to develop joint activities such as
 - Client intake
 - Financial counseling and planning
 - Information and Referral
 - Counseling
 - Training
- Use the FSC staff meetings to
 - Provide information on RAP
 - Promote RAP (Blow your own horn!)
 - Ask questions
- Invite other FSC staff to attend meetings/programs/activities that might be of interest to them (e.g., meetings with community and military agencies).
- Market other FSC programs at RAP events and ask other program staff to do the same for RAP.
- Meet with other FSC staff on common issues and develop a joint plan for dealing with them (e.g., joint procurement of supplies, A/V materials, etc.).

1.5.2 RELATION TO THE NAVY SYSTEM

There are several key elements of the Navy community with which the RAP must be concerned:

- Installation Commanding Officer, who maintains some control of the budgeting and material support the FSC RAP will actually receive.
- Operational and tenant commands that are supported by the local base or CO.
- Major Claimant, to which the FSC is accountable throughout the chain of command and who ultimately determines the outcome of the FSC's budget request.
- The Naval Personnel Command (NPC) Personal, Family, and Community Support Division (NPC-66), which develops and implements policies and plans that include the RAP.

1.5.2.1 COMMANDING OFFICER (CO)

In order to successfully manage the RAP at the FSC, the support of the CO is essential. The CO prepares the budget that goes up the chain of command, controls the allocation of funds among base activities, and forwards requests for FSC material/equipment support to the type commander and the major claimant. In general, the FSC Director is

the RAP's representative to the CO. The RAP Staff should encourage the CO to promote the RAP up the chain of command by providing relevant evidence of its effectiveness such as:

- Number of clients served.
- Services rendered.
- Results of quality control (see Section 3.3).
- Initiatives undertaken.
- Client satisfaction (forward "Atta Boy" letters to the CO).
- Impact on readiness, retention, and recruitment.

Coordination with the CO is imperative to the success of the local FSC RAP in order to facilitate interagency cooperation, expedite communication, and troubleshoot possible problems. A comprehensive installation RAP involves the cooperation and collaboration of many agencies.

1.5.2.1.1 IMPACT OF MISSION AND DEMOGRAPHICS OF INSTALLATION

The effectiveness of the FSC RAP is very closely tied to the quality of its program design and implementation. The RAP staff must design services directly supporting the mission and demographics of the installation that the FSC serves. The RAP staff should:

- Identify the mission of the Base to effectively design programs (e.g, an installation that supports service school commands should design programs that will meet the needs of personnel who are temporarily stationed at the school and then relocating to a new duty station).
- Identify the frequency and length of the typical "tour cycle" at the installation.
- Identify the overall demographics of the population served at the installation (i.e., average age, marital status, time in service, etc.).

1.5.2.2 OPERATIONAL AND TENANT COMMANDS

The RAP is an important resource for operational and tenant commands in meeting the Navy's mission, as described under Section 1.3, Relation to Navy's Mission. At the same time, the operational and tenant commands can be an important resource to the RAP, in that their active marketing, sponsorship, and partnership is vital to the program's success. It is important that the RAP make its services known to these commands, not just in terms of what it offers but also how effective it is (see Section 3.1, Marketing, and Section 3.3, Quality Control).

1.5.2.3 MAJOR CLAIMANT

Major claimants are principal players in budget decision making, as CO's requests are incorporated into the more comprehensive budget. The major claimants have an ongoing and direct liaison with a representative of NPC-66. The local FSC Director should have ongoing communication with these individuals and keep them informed of all FSC programs and services.

1.5.2.4 NAVY PERSONNEL COMMAND (NPC)

Within NPC, the Personal, Family, and Community Support Division (NPC-66) is the Program Manager for the FSCs and who provides guidance and other support to FSC Directors with respect to FSC:

- Establishment,
- Maintenance, and
- Support.

Note that funding for RAP is distributed by NPC-66 directly to field comptrollers. The RAP staff need to follow the appropriate budget paths when requesting support. RAP staff should always use the appropriate chain of command when requesting support.

1.5.3 INTEGRATION AND COORDINATION WITH EXISTING SERVICES

There are numerous agencies that deal with the relocating Navy family, in both the communities they leave and the ones they relocate to. These agencies range from the local utility company to the Personnel Support Detachment (PSD) on the installation. Interagency coordination can make the relocating family's move considerably smoother. The establishment of these interagency collaborative relationships is the cornerstone of a successful RAP.

All of the relocation related agencies and programs serve the same "customer"—the service member and family. All have the same basic goal: to ease the stress of relocation for the service member and his/her family. The RAP staff at the FSC are to work toward the goal of effective interagency cooperation and collaboration. The effectiveness of the RAP is very closely tied to the quality of its linkages with other relocation service providers and experts.

1.5.3.1 NAVY ORGANIZATIONS AND SERVICES

It is Navy policy to assist the service members and their families in managing their mandated mobile lifestyle. Relocation Assistance services have traditionally been

available to all relocating military members and their families. Most of these services, important to relocating personnel, are already in place within the Navy support system, or readily available in the civilian community, often at no cost. The Navy is moving forward to aggressively build on existing relocation services currently provided to its military members and their families at the worldwide FSCs. The following describe Navy organizations and programs in place that perform some of the functions mandated by 10 U.S.C. 1056.

1. **Relocation Assistance Coordinating Committee (RACC):** This committee, at the direction of the CO, directs resources toward high priority relocation requirements. The CO and RACC's goals should include maximizing allocated resources, avoiding duplication of services, and tailoring services to meet installation mission requirements. Members should include representatives of the FSC RAP, Housing, Transportation, Personnel Support Detachment (PSD), and Personal Property Shipping Office (PPSO). Also, see Section 1.6.1, CO's Relocation Assistance Coordinating Committee.
2. **Housing Referral Office (HRO):** An HRO is required for every installation with more than 500 military personnel. The HRO can provide comprehensive information on government and civilian housing in advance of their PCS move.
3. **The Navy Mortgage/Relocation Assistance Initiative:** This is a noncontractual program structured to allow private sector relocation companies/realtors access to transferring military personnel through HROs. These companies develop information packets about their services that can be displayed at HROs.
4. **Personnel Support Detachments:** PSDs provide information and counseling on pay, travel, and transportation entitlements for PCS, travel and per-diem allowances, advance pay, and BAQ and VHA allowances at new duty stations.
5. **Personal Property Shipping Offices (PPSO):** Navy PPSOs are located at 31 sites in CONUS and 21 OCONUS (note: PPSOs are multiservice facilities. PPSOs from any branch of the armed forces are equipped and required to assist service members). These offices provide counseling on shipping, receiving, and storing household goods and vehicles. They also process claims on loss and damage to goods.
6. **Sponsor Program:** Until 1988, sponsorship was mandatory only for overseas transfers. OPNAVINST 1740.3A, requires all members under PCS orders to be

assigned a sponsor. A sponsor at the new command assists with information on housing, transportation, temporary lodging, and so forth.

7. Exceptional Family Member Program (EFMP): This program requires mandatory enrollment of all handicapped family members, including those with long-term specialized medical needs and children with special education needs. This assists detailers in balancing career needs, family needs, and the needs of the Navy during the assignment process.

In order to offer the highest caliber relocation assistance and services, it is necessary to gain the cooperation of other agencies. With proper interagency coordination, each agency will be able to refer families properly and thereby avoid becoming embroiled in problems that could be handled more efficiently elsewhere. In reality, there are two major ways to gain cooperation and be successful. They are command support and networking. Command support for the RAP is mandated by Congress and can also be developed by the successful marketing of your RAP. The benefits of cooperation from the agency's perspective include

- A more professional interagency relationship.
- Maximum productivity of each agency.

The roadblocks to cooperation include

- Turf battles.
- Apathy (e.g., not my job syndrome).
- Tunnel vision.
- Unrealistic expectations of what can be accomplished.
- Underestimating the importance of each component agency and its effect on the process.

In order to enhance the RAP, avoid duplication, and gain cooperation, the FSC RAP staff must network. To network effectively, the RAP staff must have a complete understanding of what services are available both on base and in the local community. Networking also requires good use of interpersonal skills, including conflict management and renegotiation. While networking, the RAP staff can do a "force field" analysis: ascertain which forces are for interagency cooperation and which are not. The RAP staff should then try to ally with the forces for change as much as possible and should work to diminish the resistance to change.

1.5.3.2 COMMUNITY ORGANIZATIONS

Not all Navy personnel and their families use services on base; they may directly access services in the community. Establishing cooperative relationships with community services will mean an enhancement of overall relocation service. Community agencies include

- Utility companies
- Banks
- Real estate companies
- Schools
- Churches and synagogues
- Child care centers
- Chambers of Commerce

Beyond cooperating with these agencies, it is also advisable to form partnerships, further benefiting the relocating military member. Examples of successful partnership initiatives are listed here:

- Newcomers organizations.
- Chamber of Commerce - Eliciting the cooperation of the local Chamber of Commerce is an excellent partnership to establish. The local Chamber of Commerce may be able to provide information on area attractions, housing information, welcome to the area books, maps, and so forth, for inclusion in the FSCs Welcome Aboard Packet (WAP).
- Building Associations - Nonprofit builders associations may be available to cosponsor programs with the FSC on home buying and home selling.
- Electricity Deposit Clubs - Some of the defense credit unions have implemented a new program, in cooperation with the local utility companies, to waive the security deposit for their customers (e.g., Energizer Club, Power Club, etc.).

The RAP staff's job is to establish liaisons, develop collaborative relationships, and use these community networks in support of the FSC RAP. Through these processes, other organizations become well versed in FSC programs and services and the FSC image is enhanced in the community.

1.5.3.3 RELOCATION ASSISTANCE PROGRAM IN OUTSIDE OF THE CONTINENTAL UNITED STATES (OCONUS) SETTINGS

The RAP in overseas locations face a different set of challenges than those located within CONUS. The absence of English-speaking community agencies to which one may have access is probably the most obvious difference.

Although some developed countries where we have bases may offer services, there may be a feeling among host nationals that those services are not designed for U.S. service people. Cultural differences also impact on the relationship with host nationals. The lack of appropriate civilian resources and the cultural differences make it challenging to obtain services from the local community.

Given these factors, it is important to have an active RAP at OCONUS installations. Studies show that change and uncertainty are major causes of personal stress. Separation from familiar cultural idiosyncrasies and from immediate contact with extended family for the first time can cause stress. The normal demands of Navy life are magnified and multiplied, and the best way of helping people manage that stress is with information (to fight uncertainty) and support (to help cope with change and feelings of isolation and loneliness).

Trying to cope with a culture in which few speak English can be a source of stress, but a stress reaction may also occur in those on overseas tours in English-speaking countries. It is the sense of strangeness and uncertainty that is at the root of a stress response in overseas personnel and their families.

Although military personnel will experience some stress from being overseas, they have the comfort of familiar job surroundings and the ritual behaviors that come with being part of the Navy. They will experience the stress of change, yet there will still be an "anchor to the windward."

Family members do not have the same advantages. Although many live on the base and form "Little Americas" around themselves, there is still a need to interface with the local economy from time to time. There are a number of families who also live off-base, often in housing owned by host nationals in areas where there may be few Americans.

The stress is there for all members of the Navy family, although in varying degrees. There is a high need for an effective RAP often of a qualitatively different nature from those provided in CONUS. Quality RAPs in OCONUS locations require the provision of information on Navy and local base systems, internal human resources, local off-base resources, and intercultural relations.

1.5.3.3.1 OCONUS RESOURCES

In the introduction to this section of the manual it was mentioned that host nation community resources may be in short supply at OCONUS bases. Although that statement is true, it has often been used as a more extreme statement, that is, there are NO resources in the local community that can be used. This statement, for many OCONUS bases, is simply not true. There are usually helpful resources out there, although it may take some time and tenacity to link up with them.

Local off-base resources generally fall into three groups:

- **Host Nationals Interested in Acculturation.** Some OCONUS FSCs have made valuable use of host national volunteers who enjoy helping Americans better understand the history, culture, and traditions of the area. Practical lessons in shopping on the local economy have been particularly welcomed and valuable.
- **Host National Professionals with English-speaking Skills.** There are medical people and other professionals in almost every country who have done some of their training in the United States and have excellent English skills. Information about them and access to their services can usually be facilitated through the local professional societies and/or associations.
- **Americans Living Abroad -** Wherever Americans live abroad in large numbers, there are also English-speaking service providers. In the Tokyo area, for instance, there are an estimated 30,000 American residents. Many of the service providers are employed or contracted by U.S.-based multinational corporations but still represent an often overlooked asset. Information about the presence of such professionals may be obtained from the local American Chamber of Commerce office or the Commercial Attache at the American Embassy or Consulate.

1.6 RELOCATION ASSISTANCE PROGRAM RECOMMENDATIONS

Historically, relocation assistance has been delivered by numerous agencies, each providing information and assistance on specific aspects of the relocation process. Although individual offices generally did a good job managing their piece of the process, continuity and ease of access was missing. A central location, where relocation needs could be assessed, plans mapped out, and comprehensive information obtained was missing. In many cases, information was too general or too voluminous to be managed in a way that was helpful to transferring military members and their families. It was determined that to be effective, relocation assistance must include education on the

process, individual relocation planning, and coordinated services. Therefore, the FSC became the obvious choice as a site for the RAP.

1.6.1 COMMANDING OFFICER'S RELOCATION ASSISTANCE COORDINATING COMMITTEE (RACC)

SECNAVINST 1754.6 Section 4c, Relocation Assistance Programs for Department of Navy Military Personnel, mandates that "Commanders of Installations with at least 500 members assigned shall establish a Relocation Assistance Coordinating Committee (RACC) to ensure coordination and integration of relocation services."

Although previously every agency has done its best on an individual basis to meet the needs of the relocating family, the Navy is now moving into a new mode of task force oriented interagency cooperation. The informal relocation network is being replaced by the concept of the "first stop referral," which is realistically achievable worldwide and directs resources toward high priority relocation requirements. The initiative can include the CO's RAC, which will coordinate military and civilian resources. Members should include representatives of the FSC RAP, Transition Assistance Management Program (TAMP), Spouse Employment Assistance Program (SEAP), Information and Referral (I&R) program, Command Chaplain, Base and Tenant Command Career Counselors, Housing, Transportation, Personnel Support Detachment (PSD), Personal Property Shipping Office (PPSO), Human Resource Office (HRO), Child Development Center (CDC), Medical Treatment Facility (MTF), and other agencies as deemed appropriate by the Commanding Officer. The CO's RACC's goals should include maximizing allocated resources, avoiding duplication and fragmentation services, and tailoring of services to meet the installation's mission requirements. The RACC can develop a comprehensive Installation Relocation Assistance Plan to address the following:

- Elements and functions of relocation assistance provided by each installation activity.
- A timeline/planning chart for all relocation related services.
- A client relocation assistance checklist.
- A quality control plan to ensure that assistance is accessible, effective, and responsive to the needs of the Navy family.

1.7 SCOPE OF THE PROGRAM

The RAP provides comprehensive relocation information services at FSCs worldwide through a team of professional RAP staff. These key staff work in collaboration with other agencies assisting relocating personnel and with other FSC RAP staff to ensure that relocating personnel receive the highest caliber information to assist them in

making their move successfully. RAP operations at the local FSC have three major elements:

- Program planning,
- Program management, and
- Relocation services.

Relocation assistance requires understanding and monitoring the issues involved in relocation:

- Command mission requirements as they affect personnel and families.
- Overseas duty demands on personnel and families.
- Interrelationship of relocation factors to adjustment (i.e., housing, employment, transportation, and schools).

The RAP takes advantage of local community resources, especially employment services, child care resources, and services for special needs families. Establishing strong linkages may require educating local resources about the Navy's mission and culture.

1.7.1 RELOCATION ASSISTANCE PROGRAM PERSONNEL

Included in this Desk Guide is the recommended position descriptions and classification for the RAP Program Specialist (see Section 3.5.1, RAP Program Specialist).

1.7.2 PROGRAM PLANNING MODEL

Due to staffing constraints and the ongoing demand for the delivery of relocation assistance, program planning often becomes a lesser priority and perhaps even an overlooked task. However, effective program planning is one of the most important steps in implementing an effective RAP. Strategic program planning, carried out at least annually as part of overall FSC strategic planning, is well worth the time investment because it

- Ensures that the RAP is targeted at priority clients.
- Ensures the most cost effective mix of services and delivery modes.
- Ensures a review of program effectiveness so that needed modifications can be made.
- Enables the RAP staff to determine changes in the client demographic profile.
- Permits the preparation of a comprehensive and justified budget.

- Establishes the basis for the RAP quality control plan that will yield data on RAP effectiveness. The RAP quality control plan can perhaps justify continued and increased funding and other support.

1.7.2.1 ELEMENTS OF PROGRAM PLANNING

The essential elements of effective program planning are as follows:

- Needs assessment.
- Data analysis.
- Program design.
- Development of Plan of Action and Milestones (POA&M).

(See Section 2.2, Program Planning Model.)

1.7.3 PROGRAM MANAGEMENT MODEL

The delivery of RAP services rests on a management philosophy based on Total Quality Leadership (TQL). TQL is a leadership philosophy which is

- Customer oriented.
- Focused on quality.
- Used for providing leadership, training, and motivation to continuously improve FSC service delivery.

The commitment to TQL means continual and relentless emphasis on quality through personal leadership that increases the knowledge and positive attitudes of an FSC staff and maintains clear, customer-connected work habits. This philosophy of total commitment to quality, is defined by the following components:

- Ensuring that client needs drive RAP goals and quality control measures. Service delivery should reflect client needs and the mission of the installation versus service delivery based on what staff are comfortable doing.
- Providing the most comprehensive information to the greatest number of people in the least staff intensive manner.
- Developing ways to expand resources to meet the needs of clients (e.g., networking and community linkages).
- Formulating priorities in service delivery according to
 - Client needs
 - Resources available
 - Base mission

- Local geographic area
- Community resources and networks
- Emphasizing program design to include
 - Systemized information and resources
 - Networks to expand services
 - Quality control/evaluation

1.7.3.1 ELEMENTS OF PROGRAM MANAGEMENT

This Desk Guide focuses on functions common to all FSC program management, considering them from a uniquely RAP perspective:

- Coordination with the FSC and CO.
- Resource management (e.g., budgeting, volunteers, use of external resources).
- Program implementation.
- Marketing.
- Administration (e.g., supervision, standard operating procedures and forms, record keeping, data collection, reporting requirements).
- Quality control/evaluation.
- Professional development.

1.7.4 RELOCATION SERVICES

RAP encompasses all FSC support for service members—single and married—and families in preparing for and adjusting to relocation to a new duty station. The following types of relocation assistance services are called for by 10 U.S.C. 1056:

- (A) Provision of destination area information and preparation (to be provided before the change of permanent station takes effect), with emphasis on information with regard to moving costs, housing costs and availability, child care, spouse employment opportunities, cultural adaptation, and community orientation.
- (B) Provision of counseling about financial management, home buying and selling, renting, stress management aimed at intervention and prevention of abuse, property management, and shipment and storage of household goods (including motor vehicles and pets).
- (C) Provision of settling-in services, with emphasis on available government living quarters, private housing, child care, spouse employment assistance information, cultural adaptation, and community orientation.
- (D) Provision of home finding services, with emphasis on services for locating adequate, affordable temporary and permanent housing.

1.7.4.1 CORE PROGRAM ELEMENTS

10 U.S.C. 1056 asserts that there are certain types of mandated relocation services that can be delivered via the following core program elements.

1.7.4.1.1 PREDEPARTURE SUPPORT

Predeparture support has three purposes:

- Assist service members in obtaining information about potential duty stations.
- Prepare service members and their families for life at the next duty station and facilitate the logistics of relocation.
- Prepare service members and their families for integration into the new duty station.

Relation to the Navy's Mission

Readiness and performance are enhanced by a smooth transition to the next duty station and prevention of the need for early returns from overseas. Because attitudes toward new duty stations are strongly influenced by expectations and a person's experience in the first few weeks after arrival, adequate preparation is important. Reality-based expectations reduce stress, and increase and promote satisfaction.

Scope

Predeparture support provides information on different duty stations, the logistics of relocation, workshops and presentations. Counseling is provided as required.

Typical activities Include

- Providing information, including on-line access to SITES (www.dmdc.osd.mil/sites) and LIFELines QOLMall (www.lifelines4qol.org), Welcome Aboard Packages, Overseas Living Conditions Information Sheets, logistics checklists, and videos.
- Presentations on duty stations and locales, often with speakers who have actually spent time there.
- Workshops on cultural adjustment and other issues involved in relocation.
- Coordination with the sponsor program.
- Coordination with the EFMP element.
- Orientation and information about readjustment issues related to a return to CONUS.
- Counseling on stress, financial management, and other relocation concerns.

1.7.4.1.2 OVERSEAS SCREENING

The purpose of this program element is to prevent inappropriate overseas duty assignments for members and their families who might suffer undue hardships (e.g., financial) from being assigned overseas.

Relation to the Navy's Mission

- Enhances readiness by helping to ensure that personnel sent overseas will not require early return.
- Helps prevent incidents that could have a negative impact on the reputation of the U.S. Navy and the United States.

Scope

For FSCs, screening involves assessing whether or not an active duty member and his/her family are suitable for overseas relocation.

Typical Activities Include

- At the specific request of the sending command, conduct a review of FSC case files.
- At the specific request of the sending command, interview the service member and family members to determine any financial, personal, and family concerns that could adversely affect an overseas assignment.
- Consult with the sending command as required.

1.7.4.1.3 AREA ORIENTATION

The purpose of area orientation is to

- Reduce the stress of living in a new environment by providing a realistic review of living conditions at the location and by making information available on adjustment issues, intercultural relations training, and so forth on arrival at the new duty station.
- Reduce the need for early returns from OCONUS duty stations.
- Help Navy members and families stationed overseas serve as exemplary representatives of the Navy and the United States.
- Promote enjoyment and enrichment gained from involvement in the new environment.

Typical Activities Include

- Orientation briefings and intercultural relations training upon arrival at the new duty station.
- Individual information, referrals, and support services.
- Temporary provision of items from the Hospitality Kit and the Loan Closet where available.

1.7.4.1.4 MID-TOUR SUPPORT

The purpose of this program element is to assist personnel and families in coping with the common “mid-tour slump” experienced during tours.

Relation to the Navy’s Mission

Support of personnel and families during the “mid-tour slump” promotes full attention to performance and readiness.

Typical Activities Include

- Information and referral workshops.
- Counseling on an individual and group basis.

1.7.4.1.5 HOMEPORT CHANGES

The purpose of this program element is to support commands and their personnel and families in achieving a smooth homeport change.

Relation to the Navy’s Mission

Support provided by a FSC minimizes the high potential for stress during homeport changes. This support directly contributes to the ability of service members to devote full attention to their jobs and performance.

Scope

The services provided during a homeport change are similar to those covered by the predeparture and area orientation program elements (see Sections 1.7.4.1.1 and 1.7.4.1.3). However, homeport changes include relocation of families and may include more than one ship or command.

1.7.4.1.6 SUPPORT FOR THE SPONSOR PROGRAM

The Navy Command Sponsor Program facilitates the adjustment of members and families assigned overseas or returning CONUS from overseas by ensuring individual assistance prior to and after arrival at the new duty station.

Relation to the Navy’s Mission

- Promotes realistic expectations.
- Provides information and logistical support.
- Helps active duty members to assume their duties as rapidly as possible.
- Reduces the potential for early returns and disruptive family problems.

Scope

The Sponsor Program assists Navy personnel and their families expecting PCS orders by requiring that receiving commands at the new duty station assign a seasoned active duty member as sponsor for the incoming member and family. Commands are required to provide sponsors for all personnel assigned overseas, as well as for personnel returning to CONUS or relocating within CONUS when the relocating person requests one. At the request of the receiving command, the FSC provides implementation support.

Typical Activities Include

- Screening and training of sponsors.
- Provision of information packets and Welcome Aboard packages for sponsors.
- Coordination of the Sponsor Program with receiving and sending commands.

PART 2. PLANNING AND DEVELOPING THE RELOCATION ASSISTANCE PROGRAM

It is the challenge of the RAP staff to best meet the needs of all clients who request assistance. Choices must be made regarding who to serve and how to get the most impact from limited resources. Those tough decisions are made easier by regular and thorough program planning.

RAP planning should be approached by considering how to meet the needs of the service member, his or her family, and the Navy. An annual program plan establishing RAP goals and objectives is a program standard. The RAP staff, in concert with the FSC Director and other key FSC personnel, is responsible for this annual plan. This part of the Desk Guide is designed to assist the RAP staff in carrying out this responsibility.

2.1 ISSUES FOR THE RELOCATING MILITARY MEMBER

Ms. Anne Tarzier, former RAP Manager for the Army's Community Services Program, is a pioneer in research on the effects of a mobile military lifestyle. Her article "Mobile Military Lifestyle: A Large Issue" (January 1991, Military Family, published by the Military Family Resource Center) is timeless in its appraisal of issues unique to the relocating military family. The following sections are excerpts from that article.

2.1.1 DIFFERENCES OF THE MOBILE MILITARY LIFESTYLE

"The effects of the 'mobile military lifestyle' are so woven into the day to day events of the military family that most people fail to see the true impact of mobility on such important issues as productivity, cost effective management, quality of life for service members and families, and ultimately readiness and retention. It is not easy to measure cause and effect for these issues but one area that clearly reflects the impact of mobility is retention. In exit interviews service members still list constant relocation as a major reason for separating from the service. Additionally, the military mobile lifestyle is virtually unique even though many corporations also move a large number of people each year. The differences are subtle but important enough that, if the 'light turns on' for you when you read this concept, you will have an entirely new perspective on the importance of military family support programs. Listed below are some of the differences in the military and civilian mobile lifestyle.

- "1. Military families have fewer choices than most civilians because they are forced to move. Civilians can usually turn down a transfer; a military member cannot, unless they wish to be geographically separated from their families--the 'travelling salesman' concept.

2. Military moves may not be a 'move up' (real or perceived) as usually the case for civilians. A 'move up' can be seen in terms of promotion, a better house or location, better benefits, etc.
3. Most military moves are across state or national boundaries. Of the 20% of the civilian population who move annually only 6% move beyond the county lines. Obviously the moves of longer distance into totally new surroundings create more demands and stress on the military family.
4. Military families tend to be younger, less experienced, and sometimes lack the skills needed to cope effectively with the constant turbulence of a mobile lifestyle. Civilian families who move on a continuous basis tend to be the most mature, educated, and experienced mid-or-top level executive. The exception to this would be a migrant underclass which should be dealt with separately.
5. Military moves require more out-of-pocket expenses than corporate moves and military families often do not have the resources to cover such expenses. Even civilian families that move at their own expense usually have the option of waiting until they have sufficient funds to make the move.
6. Military families have the certainty of frequent moves while civilians have more opportunity to stabilize in one area.
7. Military families live with an awareness that military service is a life-style commitment, not just a job. It is a commitment that could ultimately mean giving one's life. Unlike civilian jobs, the constant possibility of mobilization increases stress for the military family.
8. Mission requirements for service members generally result in more frequent and longer separations than in the civilian sector.
9. Tour locations for military families are often remote, isolated, or in foreign locations more often than for the civilian population which tends to relocate into metropolitan areas in the U.S.

"The concept of the 'mobile military lifestyle' moves away from the narrow focus on relocation as a single event that is supported by orientations, welcome packets, and lending closets. Relocation is a major event that requires special support, but the mobile lifestyle goes beyond relocation to create a continuous cycle of adjustment and transition that increases the need for quality family support programs."

2.1.2 CYCLES OF RELOCATION

There are several phases of the tour cycle, and each one is in some way affected by the fact that military families are always on the move. Members and their families have

three basic needs: Information and Referral, Education and Training, and Counseling across each of the phases.

The Predeparture Phase is usually one of frantic activity accompanied by positive and negative feelings of anticipation and apprehension. This is a time when accurate, current information is most critical. Research conducted on forced relocations in urban renewal projects has shown that the better prepared the transferee is before the move the more rapid the adjustment and reconnect in the new community. This is one area in which there is much room for improvement in RAPs. The importance of predeparture assistance cannot be overemphasized.

The Transition Phase is a short, energy intensive period that includes the actual departure, travel, and arrival at the new installation (often with some time lapse for visits home, TDY, etc.). It is a time of disconnect from the old location and continued enthusiasm about the new location. It can also be a very demanding time that drains mental and physical energy reserves.

The Arrival and Orientation Phase is the time when the need for information is even greater than in the predeparture phase. In this phase the transferee has a better frame of reference for the information he or she receives. This phase is also critical because expectations rarely match the “reality” encountered upon arrival. Whether the reaction is positive or negative, attitudes and adjustments can be influenced by effective welcome and orientation programs. There is no substitute for someone who recognizes and sincerely welcomes the newcomer. This is also an area where sponsorship and outreach programs can be very effective.

The Reconnect Phase occurs between 2 and 6 months after arrival and may, at first, be marked by bewilderment and disillusionment. These negative reactions usually disappear as newcomers learn their way around, make friends, and become involved in community life. How quickly people reconnect seems to influence their attitude and performance throughout the entire tour. Newcomer information, orientations, and welcome programs play a major role in this phase because how well people reconnect has a direct monetary impact as well. The longer the adjustment for the service member and family, the less productive the member or employee is likely to be on the job. In addition, the ease or difficulty of this period may be what most influences retention.

The Stabilization (Mid Tour Slump) Phase lasts from about 6 months after the move until about 6 months before the “anticipated move.” Even though this is the most productive phase for those who have made a good adjustment, a “mid tour slump” is not unusual. Separations and deployments may be part of the cause of this phenomenon because they virtually constitute an ongoing mobility between PCS moves. Even in this phase, the knowledge that moves will be inevitable often negatively influences the willingness to form strong friendship bonds or the willingness to invest time and effort into the community.

The Reentry Phase is associated mostly with OCONUS to CONUS moves. The need for assistance for those going overseas is usually recognized, but coming back from overseas can also be a real jolt. Most people simply do not anticipate any problems in “coming home.” However, returnees do find that their overseas experience has changed them in ways they were unaware of until they try to connect with old friends and familiar places. There are often feelings of guilt for not wanting to be back stateside. There are also more concrete problems such as managing financially on the same dollars that often bought more overseas. (This, of course, is subject to exchange rate fluctuations.) This phase is more compressed than the overseas culture shock adjustment, but it is no less intense and demanding.

This discussion of the various phases of the tour cycle has hopefully crystallized for you the important fact that military families don’t just “move”—they are mobile.

2.1.3 SPECIAL NEEDS GROUPS

The FSC RAP staff needs to be aware that there are people in the Navy population who are more negatively impacted by a mobile lifestyle. They are single members, single parents, dual career military, foreign born spouses, and families with an exceptional family member. Addressing the needs of these groups ensures that active duty members who require specialized types of support services are able to pursue a career in the Navy at levels of performance and readiness consistent with the Navy’s mission. RAPs that address the special needs group can positively affect readiness and retention, and reduce the need for early returns from overseas because of inappropriate duty assignments. Special assistance these groups may require include but are not limited to the following types:

- Information on the availability of special services at different duty stations (medical, individualized education, etc.)
- Extended, quality childcare services

- Housing
- Physical accessibility to facilities
- Cultural acclimatization
- Counseling (individual and group)
- Support groups

To assist individuals and families with special needs, the FSC RAP provides

- Information and referrals about resources at various duty stations, childcare for single parents, school-related issues, specialized services (e.g., medical and educational), Navy benefits, support groups, and legally mandated services and rights.
- Advocacy in terms of fostering awareness within the Navy and civilian communities of the needs of special families and of promoting improved services.
- Education and training in coping with special needs, such as family advocacy support, stress management, and being a single parent.
- Counseling—individual and group—and workshops.
- Training in special needs areas by Navy or community experts and service providers.
- Spouse Employment Assistance Program.
- Access to on-line support networks including, but not limited to, LIFELines QOL Mall (www.lifelines4qol.org).

Coordination with external Navy and civilian community resources is essential. Often a special needs family requires multiple services that are best handled through other agencies, many of them in the civilian sector.

2.1.3.1 DUAL CAREER MILITARY FAMILIES

There are increasing numbers of dual career families in the Navy—families in which both spouses are in the armed services, however, not necessarily in the same branch. It is anticipated that the number of these families will increase. Dual career military families will face unique problems in combining their military careers and life as a couple and as parents. Performance and retention are enhanced by helping dual career military couples deal with the demands that a Navy career places on them.

When the military members are also parents, additional difficulties may arise. When one spouse is ordered to school, special training, or is deployed, the other spouse faces the same stresses that the active duty single parent experiences. At such times, quality child care, both on base and in the community, is a major consideration. Sources to meet the needs of this special group include the following information:

- Childcare facilities (military and civilian) availability.
- Schools with extended day (hour) programs.
- Priorities on acceptance of dual-career families.
- Certified family home childcare.
- 24-hour childcare availability.
- Latchkey programs.
- Baby-sitting cooperatives.
- Dual career support groups.

2.1.3.2 SINGLE PARENT FAMILIES

Single parent families face multiple stresses. The psychological and financial demands of a Navy career, especially varied duty hours, mobility, Temporary Assigned Duty (TAD), and deployment, can create disruptive conflict between the military and parenting roles and compound the normal stresses of parenting. Services for single parents are designed to alleviate those stresses and to enhance performance while promoting a strong family unit. This program supports the Navy's mission by

- Alleviating the stress of the single parent in the Navy so that the service member can concentrate on the performance of his or her duties.
- Supporting the single parent in managing the conflicts between the military role and the parenting role.

Assistance to single parents includes counseling, information and referrals, support groups and workshops. Services to meet the needs of this special group include

- Information and referrals about programs and support groups in the community, for example, Parents Without Partners.
- Information on child care resources on-base, in housing areas and in the local community.
- Educational classes and programs to assist single parents in parenting skills and practical information on managing the single parent household.
- Assistance to single parent support groups.
- Individual and group counseling and support in general.
- Assessment services in connection with temporary duty humanitarian reassignments (known as HUMS), either at the request of the command or the single service member.

2.1.3.3 FOREIGN-BORN SPOUSES

Navy members with foreign-born spouses may need special assistance because of the pressures foreign spouses face in adjusting to American and Navy life, often compounded by lack of fluency in English. The special needs of foreign-born spouses may only come to the forefront during a PCS move. This program supports operational readiness by

- Reducing the pressures that may accompany a bicultural marriage, thereby permitting the service member to perform more effectively.
- Increasing the satisfaction of both spouses with Navy life, which in turn benefits retention.

RAPs at FSCs should provide sufficiently broad services to lessen the stresses the foreign-born spouse faces in adjusting to a new way of life and to help the American spouse in coping with a bicultural marriage. Services to foreign-born spouses may include

- Orientation to American culture through classes and written and audiovisual informational materials.
- Assistance to commands in implementing the Sponsor Program.
- Cross-cultural training for ombudsmen and Navy service providers.
- Counseling for families with foreign-born spouses.
- Listing of individuals who can assist as translators.
- Information on naturalization process and citizenship classes.
- Assistance and education for the American spouse on bicultural marriages.
- English as a second language.
- Outreach, especially through the ombudsmen.

The FSC may provide these services directly, often in collaboration with external resources, or may make referrals to community programs.

2.1.3.4 EXCEPTIONAL FAMILY MEMBER (EFM) PROGRAM

The purpose of the EFM Program is to reflect the Navy's concern and support for its members and their families by

- Ensuring members with exceptional family members are detailed to areas where family special needs are cared for.
- Referring families to local sources of assistance to meet their needs.

The EFM Program is a mandatory enrollment program per OPNAVINST 1754.2 (series) that identifies long-term medical and special education needs of family members and ensures assignment consideration of those needs when transferring. To ensure special needs of family members are considered during the assignment process, service members are required to enroll when the special needs are identified or at least 9 months prior to Projected Rotation Date (PRD). This provides the detailee time to work with the next assignment and consider the family member's special needs as well as the service member's career needs and the Navy's needs.

This program is open to any authorized family member who meets the following criteria:

- Physical, emotional, or other handicap, and/or
- Long-term chronic illness, and/or
- Long-term special education needs.
- Enrolled in DEERS.
- Residing with sponsor.

EFM Program Manager (NPC-662) responsibilities include the following:

- Assist commands with enrollment processing.
- Reviews all EFM assignments.
- Ensures that assignments meet EFM needs.
- Assists service members in identifying resources.
- Assists commands with early return requests.
- Assists commands/medical facilities with overseas and isolated area screening.
- Ensures that service member/family are not separated if family member fails screening. Involuntary unaccompanied tours must be approved by CHNAVPERS.
- Provides advocacy/assistance to commands/service members.
- Provides education and training.

The FSC serves as a link to military and community resources by providing information and referral for exceptional family members in the following categories:

- Hearing impaired.
- Visually impaired.
- Emotionally disturbed.
- Learning disabled.
- Mentally retarded.

- Physically handicapped.
- Chronically ill.
- Communication and language impaired.

Services include information and referrals, counseling, resources, and support. Assistance is particularly important prior to and during relocation. Services are available to meet the needs of this special group:

- Information on and referral to community service and support organizations such as Cerebral Palsy Foundation, Association for Retarded Children, and local school districts.
- Information on and liaison with Navy medical care facilities and TRICARE.
- Information on child care resources in the community, in housing areas, and on-base for children with special needs.
- Information on and referral to parent advocacy and support groups.
- Information about the EFM Program, 1-800-527-8830.

2.1.3.5 SINGLE PERSONNEL

It is vital to address the needs of single personnel who are generally younger and have been in the service less time than married personnel who are relocating. Therefore, this population may be facing frequent moves as they attend various schools and training programs to prepare them in their ratings. To meet the needs of this special group, information is available for the following services:

- Financial counseling for PCS moves.
- PCS process workshops.
- Recreational facilities availability.
- Athletic development programs.
- Holiday programs for single sailors.
- Social activities on base including Morale, Welfare and Recreation (MWR) and young Adult Programs, if available.
- Educational programs (NAVY CAMPUS, etc.).
- Medical services availability.
- Armed services Young Men's Christian Associations (YMCA), USOs, CREDO.
- Adopt-a-School programs/volunteer programs.

2.1.4 NEEDS OF RELOCATING PERSONNEL

10 U.S.C. 1056 mandates that the Secretary of Defense shall provide RAPs to meet the needs of relocating personnel ordered to make a PCS move. The types of assistance needed are outlined here:

2.1.4.1 DESTINATION AREA INFORMATION AND PREPARATION

Destination information and preparation shall be provided before the PCS takes effect, with emphasis on moving costs, housing, child care, spouse employment assistance information, cultural adaptation, and community orientation.

2.1.4.2 RELOCATION COUNSELING SERVICES

Counseling services include financial management, home buying and selling, renting, stress management aimed at intervention and prevention of abuse, property management, and shipment and storage of household goods (including motor vehicles and pets).

2.1.4.3 SETTLING-IN SERVICES

Relocating military members are in need of settling-in services, which emphasizes housing availability, child care, spouse employment assistance information, cultural adaptation, and community orientation.

2.1.4.4 HOME FINDING

Relocating personnel are in need of home finding services with emphasis on locating adequate and affordable housing, both temporary and permanent.

2.1.5 GUIDELINES FOR SERVICES FOR THE RELOCATING MILITARY MEMBERS

The effectiveness of the RAP is measured in part by its positive impact on the relocating military members and their consequent satisfaction with the military lifestyle. Planning and implementation of the RAP should reflect certain premises about relocation, using these guidelines for RAP services:

- Enable relocating military members to be active participants in their PCS move by giving them the tools needed to direct the process.
- Empower the relocating military members by teaching them how to plan a successful PCS move and by providing the skills for managing future relocations successfully.
- Provide personal support and information, both before departure and after arrival, to ease the stress of relocation and to facilitate adjustment to the new community.
- Help the relocating military members and his/her family develop realistic expectations about the new duty station to enhance his or her ability to adjust.

2.1.5.1 SAMPLE TIMELINE

PERMANENT CHANGE OF STATION DATE

4-6 months	2-4 months	0-2 months	Arrival	Mid tour	Predeparture
Destination Area Information	Management of PCS Moves	Financing of PCS Moves	Settling in Services and Homefinding	Mid Tour Support	Destination Area Information
Worldwide WAP Library 1:1 Relocation Counseling Self-Help Desk Refer to: Sponsor Program	PCS Move Workshops Overseas Transfer Workshops Homesellers Workshops Financial Counseling (in-house or refer to Command Financial Specialist) Free publications and checklists on relocation	Refer to: Personal Property Shipping Office Refer to: PSD	WAPs Household Goods Rental I & R Navy Information School/Base Indoctrination Intercultural Training Homebuyers School SEAP Refer to: Housing Referral	Volunteer Opportunities NFSC Programs and Services Counseling and Support Groups Refer to: Base and Command Activities	Begin Program and Service Delivery cycle again

2.1.6 POLICY AND OTHER GUIDANCE

- SECNAVINST 1754.1, Department of the Navy Family Service Center Program: Establishes Department of the Navy policy and assigns responsibility for establishing and operating FSCs.
- OPNAVINST 1754.1A, Family Service Center Program: Establishes Navy policy and assigns responsibility for administering and supporting FSCs.
- DOD Instruction 1010.13 (1986), Provision of Medically Related Services for Children Receiving, or Eligible to Receive, Special Education in DoD Dependent Schools Outside of the United States, which assigns to military departments geographic areas of responsibility for medical care for exceptional family members, with the Navy responsible for Japan, Okinawa, and the Caribbean.

- PL94-142, Education of All Handicapped Children Act, which guarantees free, appropriate education in the least restrictive environment for all handicapped children between the ages of 2 and 21.
- Children with Special Needs: A Navy Parent Handbook, NPC-66, October 1987.
- Children with Special Needs: A Navy Family Service Center Handbook, NPC-66, October 1987.
- Dependent care policy instructions.
- Public Law 101-189, National Defense Authorization Act for FY 90/91, Section 661, "Military RAPs." Mandates RAPs shall provide destination information, counseling services, settling-in services, and home finding services.
- DoD Instruction 1338.19, Relocation Assistance Programs. Establishes policy, assigns responsibilities and prescribes procedures for use of relocation assistance programs.
- SECNAVINST 1754.6 (1991) Relocation Assistance Programs for Department of the Navy Military Personnel: Announces and assigns responsibility for implementation of RAPs.

2.2 PROGRAM PLANNING MODEL

The use of a program planning process is central to effective program implementation. An annual program plan that establishes RAP goals and objectives is a program standard. RAP staff, in coordination with the FSC Director, are responsible for the RAP annual plan. Ideally, the RAP annual plan will be part of the overall FSC strategic plan. The strategic planning process, is an effective program planning model that includes the Strategic Planning Annual Conference, which can be carried out by the FSC staff in as little as one day. However, this part of the Desk Guide is intended to specifically help the RAP staff carry out the responsibility of the strategic planning process.

RELOCATION ASSISTANCE PROGRAM: A MODEL PROGRAM PLANNER

Program or Service	Brief Description	Service Delivery Options	Date On Line	Frequency of Offerings	Staff Responsible	Additional Resources Required
Destination Area Information						
Relocation Information Center	Self-help Center featuring computerized access to information, printed support, materials and reference books on topics such as relocation, cultural readjustment. Printed and computer accessed materials on making a smooth move and the marketing of FSC RAPS.	Reference books, Print materials, Videotapes, computerized assistance through the World Wide Web and e-mail, one-on-one assistance upon request.				
Personnel Check-out Videos	Specialized 5 min. videotapes designed to orient personnel and family members to local FSC RAPs and the international network of FSC support systems	Videotapes, Portable viewer				
Worldwide Welcome Aboard Packet Library	Up to date WAPs from DoD duty stations around the world for review by clients at NFSC. Individual packets can be ordered for client upon request	Printed materials One-on-one Assistance upon request				
Smooth Move	A 3-hour educational program addressing the mechanical side of moving as well as the human and emotional needs. Guest speakers and FSC staff provide information and answer specific questions on topics such as	Lecture, Questions and answers, printed resource materials, one-on-one follow-up relocation counseling upon request				

	<p>(1) steps in arranging a move, (2) travel allowances, (3) financial planning and income tax deductions, and (4) stress and the emotional cycles of relocation</p>	
Overseas Transfer Workshop	<p>Covers all topics addressed in Smooth Move with special emphasis on shipping of household goods, adjusting to overseas living conditions, and culture shock</p>	<p>Lecture, questions and answers, printed resource materials, and special emphasis on one-on-one relocations counseling</p>
Relocation Counseling	<p>Walk-in clients are provided with a "How may we help you?" check-list. Relocation Counselors sit down with client and answer specific questions of most concern. A full range of information as well as emotional support is provided.</p>	<p>One-on-one Assistance. Referrals</p>
Standard Installation Topic Exchange (SITES)	<p>Computer assisted information service designed as a tool to provide relocating service members and their families accurate and timely information regarding their destination. Information is one tool used in the educational process of improving a person's ability to successfully manage his/her move.</p>	<p>One-on-one assistance, e-mail address (sites@osd.pentagon.mil), questions and answers</p>

“Settling In Service”		
Welcome Aboard Packet	Well-organized, specific welcome information for active duty and family members checking in to local command(s). Packet includes Welcome letter from the CO, information on relocation issues, housing, cost of living, child care, schools, activities, and tourist information. These packets are provided in support of the command Sponsor Program, and indoctrination, as well as to individuals upon request.	One-on-one assistance, Questions and answers
Relocation Assistance Unit	Hospitality kits and low-cost rental items are loaned to service and family members awaiting the arrival of household goods in order to ease the stress of relocation.	
Relocation Information Center	(see previous)	
Personnel Check in Video	(see previous)	
Relocation Counseling	(see previous)	
Area Orientation Programs		
Area Orientation (CONUS & OCONUS)	A power packed 1 to 5 day program targeted to personnel checking in to your installation. Topics include newcomer information, establishing new roots, spouse employment, child care resources, housing community activities, base resources and facilities, Navy and support systems, Navy rights, privileges, and benefits. A base and local tour conclude	Discussion Questions and Answers, Follow-up, one-on-one counseling upon request

Intercultural Training	the program. Program is designed to culturally integrate the arriving member and family to the host countries way of life and introduce the surroundings. Topics include cultural differences, language, currency, and making the most of your overseas tour.	Discussion, questions and answers, follow-up, one-on-one upon request
Home Finding		
Housing Referral	Up-to-date accurate information provided by installation's Housing Referral Office (HRO).	Printed materials
Home Buyers Program	A real estate agent a mortgage broker, and a real estate attorney discuss the pros and cons of buying a home in your local market. Many useful consumer and income tax tips are provided.	Lecture, Question and answers, Printed materials, follow-up, one-on-one counseling upon request
Relocation Counseling	(see previous)	
Additional Relocation Assistance Program Support		
Sponsor Training and Support	Regular training and support in sponsor duties and responsibilities. WAPs Highlights include how to provide support and information on stressors common with local duty station. Support includes providing WAPs to all incoming personnel.	Interactive lecture/ Discussion Printed materials
New Spouse Orientation	A one-day program available to help new Navy spouses adjust successfully to the Navy lifestyle. Topics include: how to speak Navy, support systems, medical and dental benefits, commissary/exchange, other spouse facilities, emergency communications, how to use the chain of command, how to read an LES, develop a	Facilitated group discussion, Guest speakers, New Spouse Orientation Packets from Navy Wifeline Association

family budget, “sometimes”
single parenthood, making
friends in a mobile lifestyle,
spouse employment, and
child care resources.

2.2.1 STRATEGIC PLANNING AS A TOOL

Whatever program planning your FSC undertakes, it should be recorded in a written plan. The written plan will become the management tool for the entire year and will be used as support for effective program planning and as documentation for future actions. Strategic planning is the way to develop this written plan and involves an annual strategic planning retreat, of at least one day, where all staff are actively involved in setting the Center's goals and objectives for the year by brainstorming and action planning. The Strategic plan could also focus solely on relocation services, with the RAP staff and FSC Director retreating to develop plans for the year. However, the most effective planning should involve the time and talent of the entire FSC team, as inter-departmental support and cooperation are vital to the success of all FSC programs.

After completion and analysis of the needs assessment, the strategic planning retreat should focus on goal setting and action planning for the year. The first step in formulating planning strategy is to outline the FSC's mission and to set the goals and objectives of the RAP. Goals and objectives should

- Relate to FSC mission (as determined by the strategic planning participants).
- Provide clear focus.
- Address short-term and long-term needs.

Goals are developed as general statements and objectives are specific actions related to each goal. Objectives should be

- Related to mission and goals.
- Realistic.
- Measurable.
- Prioritized.

Once the needs assessment has been completed and analyzed, the FSC mission statement has been developed, and the goals and objectives for the year outlined, the group must develop the written plan or the Plan of Action and Milestones (POA&M) for the year. The POA&M, usually finalized by the management team after the strategic planning retreat, must reflect the input of the staff and must be based on time, money, and staffing constraints.

The strategic planning process can be an exciting trip that will produce a roadmap to guide the activities and accomplishments of the FSC RAP for the next year. As you

undertake this adventure, remember to keep in mind the mission of the FSC, the profile of the population it serves, the past FSC successes you would like to repeat, and the barriers that could set up roadblocks en route. Remember, too, that the map is only as good as the ability of the staff to follow it. Everyone must make a commitment to excellence in carrying out the ideas and strategies generated at your Strategic Planning Conference.

2.2.2 BENEFITS OF STRATEGIC PLANNING

Why bother with strategic planning? Strategic planning is not a requirement for success and having a strategic planning process in place will not guarantee success. However, the FSC's chances of success are vastly improved if it does engage in strategic planning. There are several benefits you can expect to receive if your FSC institutes strategic planning.

1. Strategic planning minimizes the element of surprise.
2. Strategic planning maximizes your ability to create your own future and manage change effectively.
3. Strategic planning helps ensure that all functional areas in your organization work efficiently toward achieving stated organizational goals.
4. Strategic planning can identify potential internal problems on paper so corrective actions can be taken before negative impacts are experienced.
5. A strategic plan can be a valuable communication tool, providing everyone with a common source of information.
6. Strategic planning allows for a change in management approach from reactive to proactive!
7. Strategic planning continually measures performance against established standards.
8. Strategic planning boosts morale, encourages team building, gives managers and staff a sense of ownership in organizational outcomes, and provides everyone with a tracking document that clearly records accomplishments.

Strategic planning allows your organization to THRIVE IN A CHAOTIC WORLD.

2.2.3 STRATEGIC PLANNING PROCESS STEPS

1. Formulate Management Report
 - Needs Assessment Results
 - Data Analysis
 - Supplies and Resources Available

2. Strategic Planning Retreat
 - Develop FSC Mission Statement
 - Brainstorm FSC Goals
 - Formulate Objectives
 - Create a Vision
3. Develop a Written Plan for the Entire Staff's Use
 - POA&M Model
 - Direct Reflection of Staff Brainstorms and Input
4. Program Implementation
5. Quality Control/Program Evaluation

The strategic planning process creates a roadmap for the entire FSC staff to follow for the coming year.

2.2.4 NEEDS ASSESSMENT

A needs assessment is a vital first step in developing any program plan. Needs assessment should also be an ongoing process. It can be used to discover the initial needs and wants of the community and then later used to find out if the clients are satisfied with the services being provided. It is the most effective way to get feedback from sailors, families, commands, and commanding officers.

There are four common ways to conduct needs assessments. The method you choose will depend on factors such as time and budget constraints:

- Historical research is inexpensive, easily available, and an effective way to assess trends. However, if circumstances have changed a great deal (as they have in FSC RAPs), your results may not address the current problem.
- Brainstorming by experts on the subject is also inexpensive and easy. However, you may get biased or limited information.
- Focus groups are very popular in marketing circles. They can be used to quickly gather data. They allow for free flow of ideas; however, they can be hard to control and are easily biased by the researcher.
- Surveys can reach large numbers of people and give you complete data on the exact questions you need answered. However, they are expensive and time-consuming.

The following vital data must be collected from needs assessment:

- Client demographics.
- Service demand.
- Resources available.

2.2.4.1 CLIENT DEMOGRAPHICS

The population served by the FSC service area should be the basis for planning the local RAP, and the staff needs the most recent and complete data possible. The data is generally available from these sources:

- RAP Records (WAP requests, household goods rental records, RAP logs).
- FSC Needs Assessment.
- Base Needs Assessment.
- Quality of Life Management Information System (QOLMIS) quarterly report.
- Community sources such as local, county, state censuses, and chamber of commerce.

2.2.4.2 NEEDS ASSESSMENT TOOLS

Data for RAP planning can be generated through a survey. A survey should be performed if

- One has never been conducted for RAP.
- The FSC needs assessment is more than 2 years old.
- There have been significant changes in the size, characteristics, or mission of the base.

The needs assessment can be conducted annually or as frequently as daily. If annual, it is best to conduct it as part of the overall FSC needs assessment in order to minimize cost and time committed to this undertaking. If daily, consider having standard instruments and tools that can generate data for your needs assessment at the clients “points of purchase,” which include

- Survey included in Welcome Aboard Packets.
- Surveys at household goods rental location.
- Surveys at self-help centers.
- Surveys at reception desk.
- Surveys at Relocation Programs (especially Base Indoctrinations).

The type of information that the RAP wants to gather includes

- Age.
- Gender.
- Status (Spouse, active duty, retired).
- Marital/family status.
- Sponsor's rate/rank/paygrade.
- Citizenship.
- Address.
- Employment.
- Child care needs.
- Arrival date.
- How they heard about the RAP.
- Needs as reported by service member and family.

2.2.4.3 SERVICE DEMAND

This information is best obtained by regular auditing of RAP records. The Relocation Assistance client requests can be tracked by effective utilization of the RAP log and registration forms for RAP group programs.

The data that comes from monitoring RAP records will indicate high service demand areas and will be an indicator of potential clients who are not receiving services.

2.2.5 STAFF RESOURCE ASSESSMENT

In today's austere funding environment, it is essential that FSCs seek economies of scale, create partnerships, share resources, and coordinate FSC programs and services in order to maximize service delivery to eligible populations. In response to these requirements, J-C5.1 of the FSC Master Plan is now in place. This technical attachment organizes the NFSC's 13-plus core programs into four distinct support capabilities:

- Operational support,
- Mobility support,
- Counseling and advocacy, and
- Management and technology support.

Within this structure, the Relocation Assistance element is located in Capability 2: Mobility Support. This plan further provides for minimum staffing standards within 3 geographic destinations:

- Regional
- Heartland
- OCONUS/Remote

(Note: Although not highlighted, Satellite RAP staffing standards are addressed in Section 2.2.5.4)

The standards represent an equitable and efficient way of staffing FSCs. They meet the Secretary of the Navy's vision for Quality of Life (QOL) in allowing for equal access to high-quality support services, regardless of duty station. It is important to note that the following standards establish minimum staffing levels required to successfully operate an FSC. It is recommended that whenever possible, commanding officers augment their FSC staff with additional personnel.

2.2.5.1 REGIONAL RAP STAFFING STANDARDS

The Navy has created nine major base complexes (regions) in order to streamline the chain of command, avoid duplication of effort and improve shore installation support. The nine regions include New Jersey, South Texas, the Northeast, Pearl Harbor, the Pacific Northwest, Jacksonville (FL), San Diego, and Hampton Roads (VA).

Within each of these major base complexes it has been mandated that one RAP Specialist be on staff per every 4,000 relocations (minimum of one RAP specialist per FSC).

2.2.5.2 HEARTLAND RAP STAFFING STANDARD

Heartland FSCs are centers located in the Continental United States, not near other Navy FSCs, but near limited civilian sector community resources which can be shared.

The Heartland FSCs include Dahlgren, Annapolis, Meridian, Ft. Meade, Ballston Spa, Memphis, Monterey, Pax River, Ft. Worth, Pascagula, New Orleans, Gulfport, Brunswick, Lemoore, Charleston, Port Hueneme, and Great Lakes.

Within each of these Heartland FSCs it has been mandated that one RAP specialist be on staff per every 4,000 relocations (minimum of one RAP specialist per FSC).

2.2.5.3 OCONUS / REMOTE RAP STAFFING STANDARDS

OCONUS and Remote FSCs are located either overseas or have been designated as remote CONUS locations.

OCONUS/Remote FSCs include St. Mawgan, Gaeta, Bahrain, China Lake, London, Fallon, Key West, Guantanamo Bay, La Maddelena, Keflavik, Roosevelt Roads, Sigonella, Sasebo, Rota, Naples, Atsugi, Guam, and Yokosuka

Within each of these remote sites, it has been mandated that one RAP specialist be on staff per every 4,000 relocations (minimum of one RAP specialist per FSC).

Within each of the aforementioned OCONUS sites, it has been mandated that two relocation specialists be on staff per every 4,000 relocations (minimum of one RAP specialist per FSC).

2.2.5.4 SATELLITE RAP STAFFING STANDARDS

For FSCs serving less than 500 active duty members, the RAP Services function will be maintained as a collateral duty position for the I&R Specialist. FSCs that currently fit into this category are St. Mawgan, U.K. and Lakehurst, N.J.

2.2.6 DATA ANALYSIS

Once the RAP Specialist has obtained information on client demographics and service demands, he or she must

- Develop a profile of the client population and its needs, including trends outlined by past program data and future projections.
- Develop a profile of resources.
- Identify the critical local factors that must be accounted for in program planning.
- Analyze service delivery trends and client feedback for each RAP service and program to develop profiles and identify gaps in services.

2.2.6.1 ANALYZING RESOURCES

As noted, whether you are managing an FSC RAP at a major fleet or training command, or managing resources at a smaller command, your financial and staff resources will never be “unlimited.” One solution is to build linkages with other FSC resources. Creative and enthusiastic program management will lead people to join forces with you, as will the fact that RAP services can help resolve some of the problems that bring people to the FSC.

2.2.6.1.1 STAFF RESOURCES

Sources for staffing and building a team, in addition to the RAP Specialist(s) might include a combination of the following elements:

- **Military:**
 - Temporary duty
 - Limited duty
 - PSD personnel
 - FSC administrative personnel
 - Command Financial Specialists
- **Volunteers:**
 - Retirees
 - Individuals to assist with Newcomer Information (e.g., present Intercultural Training)
 - Volunteer Organizations
 - Spouse clubs
 - Red Cross
 - Navy Relief
 - See Section 3.4.2, Volunteer Staffing and Management.
- **FSC staff:**
 - I&R (initial contact, information about area)
 - Program staff (publicity and program materials)
 - SEAP
 - Counselors
 - Financial Education staff

2.2.6.1.2 FISCAL AND MATERIAL RESOURCES

To operate successfully and within budget, RAP must have the following established:

- **Fiscal resources**
 - Budget for:
 - Printing of training aids and marketing materials
 - Relocation information center materials
 - Local travel
 - Training
- **Material resources**
 - Telephone and audio/video line
 - Program support materials
 - Copier or use of copier

- Dedicated computer/software
- Office supplies
- Audio/video equipment and supplies
- Printed materials
- Work and classroom spaces, furniture and furnishings

2.2.6.1.3 COMMUNITY RESOURCES

Building external linkages is vital to the success of the FSC RAP. Examples of community resources are

- Information Resources:
 - Community library
 - Local Welcome Center
 - Local civic leagues
 - State and local information bureaus
- Program development resources:
 - Chamber of Commerce
 - Economic Development Directors (local government)

2.2.6.2 CLIENT POPULATION

Analysis of the data related to client population should answer the following questions:

- Who are the RAP's primary clients?
- What is their average rank and rate?
- What are the concrete services they are seeking?
- How many are seeking information about programs and services besides RAPs?
- Where do clients live (how accessible are the locations of the programs)?
- How do they prefer to seek information (one-on-one, groups, printed materials, self-help centers)?
- How soon before or after relocation are individuals contacting the FSC?
- What is the level of client satisfaction with each RAP service?
- Are there any special needs groups?
- Is the CO satisfied with the RAP and its services?

2.2.6.3 ENVIRONMENTAL ANALYSIS

To effectively plan, the RAP staff must analyze the external environmental factors that directly impact the FSC and its activities. These external factors

- Cannot be controlled by the FSC.
- Can directly control specific organizational activities.
- Vary in importance.
- Interact with each other.

These external factors include

- Social/cultural environment of relocating personnel:
 - Age
 - Family structure
 - Family income
 - Health
- Political/legal environment of local area:
 - Federal, state, and local element
 - The ability of FSC to interact with local networks
 - Continual changes
- Economic Environment:
 - Impact on relocating personnel
 - Spending constraints
 - Stability of economy
 - Employment opportunities for spouses

2.2.6.4 CRITICAL FACTORS AFFECTING SERVICE DELIVERY

Within the framework of the standard guidelines and program elements for the RAP, each FSC will need to tailor the program to best meet the needs of the local community of Navy personnel. That is, actual implementation is expected to be based on the client profile, service demand, and resource profile (present and future) of the actual service area. Examples of critical factors that need to be considered in designing RAP services are

- Mission of the base or commands served by FSC.
- Cost of living in local area.
- Cost of community services.
- Support of local community for military personnel.
- Data on frequency of relocating personnel.

2.2.6.5 SERVICE DELIVERY TRENDS AND CLIENT FEEDBACK

The aim in this step is to

- Identify trends in service delivery.
 - Is the population profile changing in terms of its composition and needs?
 - Will those changes make some services redundant or require new services?
 - Are there months with increased service demands?
- Identify gaps in past service delivery.

2.2.6.5.1 COMPARISON OF NEEDS AND RESOURCES

The outcome of the comparison step is a picture of service needs and resources. This step entails identifying what resources are required to meet identified client needs and if and where those resources are available. Where there are gaps in resources, the question to be answered is whether and how they can be developed (e.g., through existing service providers or other means) and at what cost?

The demographic statistics can also be compared against data on client usage to provide the following kinds of information:

- Is there a special needs client group that is not being served?
- Is the RAP serving only one type of client when demographics indicate a range of potential clients?
- Is there a mismatch between types of programs and services available and needs and interests of relocating personnel?

Three helpful questions are

- Who are our RAP clients?
- What types of assistance are they asking for?
- How can we most cost effectively provide the assistance they are asking for?

The answers to these questions influence not only RAP services but also program development and marketing efforts.

2.2.7 PROGRAM DESIGN

Program design consists of four basic steps:

1. Prioritization of needs
2. Determination of the optimal mix and level of services
3. Design of service delivery options

4. Development of Program Standard Operating Procedures (SOPs)

2.2.7.1 PRIORITIZATION OF NEEDS

At the client level, priority for service delivery is based on

- Characteristics of the clients.
- Resources available for service delivery, at a reasonable cost.

At the program level, priority for service delivery is based on

- Requirements of the Navy instructions and other directives.
- Needs of the chain of command.
- Basic RAP services described in Section 1.7.4.
- Efficient resource use.

2.2.7.2 LEVELS OF SERVICE DELIVERY

The basic RAP services and program activities, as outlined in Section 1.7.4, are

- Predeparture Support.
- Overseas Screening.
- Area Orientation.
- Mid tour Support.
- Homeport Changes.
- Sponsor Program Support.
- Destination Area, Information and Preparation.
- Arrival Services.
- Home Finding Services.
- Relocation Counseling (predeparture and on arrival).

Within that framework, RAP staff will emphasize different services and activities depending on their analysis of client needs and priorities, resources, and program priorities.

There are specific guidelines for determining the level of service delivery:

- Client needs should be met at a reasonable cost of resources. Basically, this step is a balancing act between getting the most mileage out of resources relative to the list of needs.

- Printed, on-line, and audio/visual materials are a key client resource. Planning a self-directed resource center with multimedia service delivery options will enable you to maximize services to clients at low cost (see Section 4.1.1, Self-Help Relocation Information Center).
- At FSCs located in overseas, remote, or smaller metropolitan areas and areas with restricted community services, the emphasis might be on
 - Group orientation to RAP services.
 - Group training in area orientation and relocation programs.
- Community contacts and resource networks should be a major emphasis in every RAP:
 - Established RAPs nurture base and community contacts and pursue the expansion of resources. Networks enable the RAP staff to expand available options and increase the level of service delivery.
- Generic relocation information (available through one-on-one relocation counseling or the Self-Help Information Center) are a basic requirement of RAP. The emphasis in relation to other services will vary according to client load and the expansion and contraction of the number of incoming and outgoing personnel.
- Computer-assisted relocation services through SITES (www.dmdc.osd.mil/sites) and LIFELines QOL Mall (www.lifelines4qol.org).

2.2.7.2.1 MULTIMEDIA SERVICE DELIVERY OPTIONS

How do you deliver RAP services if you have limited staff?

- Use SITES (www.dmdc.osd.mil/sites) and LIFELines QOL Mall (www.lifelines4qol.org).
- Establish a Self-Help Relocation Information and Resource Center.
- Develop quality and comprehensive “Welcome Aboard Packets.”
- Establish a quality Sponsor Training and Support Program.
- Provide Self-Help Information Packets for special needs individuals.
- Prepare handouts to cover most frequently asked relocation questions.
- Produce audio and video RAP tapes.
- Train active duty Navy career counselors to assist relocating active duty members.
- Establish community partnerships to deliver direct services and provide valuable resources, information, and networking contracts.
- Seek RAP materials from other FSCs and the Military Family Resource Center.
- Establish a RAP “Ambassadors Club” or Advisory Board to expand marketing efforts, enhance community liaison, enlarge program development activities, and increase networking contracts.

2.2.7.3 PROGRAM/SERVICE DELIVERY OPTIONS

Key variables need to be addressed in designing modes of services delivery:

- Client configuration:
 - Self-directed
 - Large group
 - Small group
 - Individual
- Location of delivery:
 - FSC
 - Other on-base service provider
 - Military housing
 - Off-base community location
- Frequency of service delivery:
 - Daily
 - Weekly
 - Monthly
 - Quarterly
 - Annually

2.2.7.3.1 ONE-ON-ONE RELOCATION COUNSELING

One of the strongest tools available to assist relocating Navy personnel and their families is the use of one-on-one relocation counseling. However, because of the manpower needed to deliver this service to individuals relocating to or from your installation, it is not always a cost effective medium. It should be used as only one way of delivering service, combined with computer usage, self-help services, and group programs. Outreach for individual counseling should be to those special needs groups, including junior personnel and their families who are often most negatively impacted by mobility.

The task of the RAP Counselor is to support the Navy mission by helping the service member and his/her family become self-sufficient in the community. Counseling in this context is defined as “facilitator” or “educator,” or “referral agent.” See Section 4.1.2, One-on-One Relocation Counseling.

2.2.7.3.2 GROUP PROGRAMS

One of the most cost effective tools to provide information to relocating personnel is through the use of presentations to groups of individuals seeking the same type of information and assistance. The use of group programs can greatly decrease the use of one-on-one relocation counseling and thus free your staff to conduct thorough program planning and service delivery. Group programs at your installation should be designed as a direct result of your needs assessment and service demand that you have tracked. The types of information that is best imparted during group programs include Area Orientation briefs, Home buying, Intercultural training, and Relocation Workshops (including Overseas Transfer Workshops). See Sections 4.2, Services for Incoming Personnel, and 4.3, Services for Outgoing Personnel.

2.2.7.3.3 SELF-HELP RELOCATION INFORMATION CENTER

To speed service delivery, ensure accuracy of information, and empower relocation clients to conveniently help themselves, the availability of a Self-Help Relocation Center in your FSC lobby is another cost-effective vehicle to assist relocating personnel. Mandatory check-in/check-out sheets are used at many bases to ensure that service members stop by the FSC for appropriate assistance. This is an ideal opportunity to help prevent “relocation casualties” by educating the service member on available relocation services and resources. It is an ideal marketing tool to funnel relocating personnel into appropriate group programs, identify those with special needs and concerns, and refer them for one-on-one relocation counseling (see Section 4.1.1, Self-Help Relocation Information Center).

2.2.7.3.4 SITES

Each armed forces FSC has on-line access to the Standard Installation Topic Exchange Service or SITES (www.dmdc.osd.mil/sites). Designed to provide worldwide relocation information on major military and associate installations to service members and their families, SITES is an invaluable resource for all RAP specialists. Detailed and current information on local communities, medical and dental facilities, housing, and children's services are just a small sampling of the many topics available here. Installations selected by their respective service submit information to the program on a recurring basis. A telephone directory for each duty station, including invaluable community resource numbers is available and updated regularly. SITES gives visitors the option to download specific area information or to print out an all-inclusive Installation Booklet. Photos of most sights are found in a separate gallery. A new SITES help desk (sites@osd.pentagon.mil) allows the customer to ask any relocation question directly to the experts.

2.2.8 PROGRAM PLANNING AND EVALUATION WORKING GROUPS

To develop and implement the highest caliber and creative programming, the utilization of group program planning and evaluation is an effective instrument. If your FSC cannot commit to full-scale strategic planning, your RAP staff can brainstorm in small working groups to effectively plan service delivery options.

2.2.8.1 ONE-ON-ONE RELOCATION ASSISTANCE COUNSELING

Small working group (questions to consider):

- ❑ How can you tell if you have a high-quality RAP counseling service at your FSC?
- ❑ After talking with your customers, prepare a Quality Control checklist, which will be used to ensure that quality is “built in” not “inspected in” to your RAP counseling service.
- ❑ What steps are necessary to ensure high levels of customer satisfaction now and in the future?
- ❑ What steps should you take to ensure that the Relocation information you provide is accurate, appropriate, and can be provided to customers in a timely and friendly manner by the majority of FSC staff members and volunteers? Which individuals/groups should be responsible for updating information? (Keep in mind that if your service is dependent on the availability of one staff member, you are vulnerable to poor or no internal and external quality control.)
- ❑ What do you think some of the weaknesses might be of your current relocation counseling service? Will Quality Control checklists and customer feedback help improve quality and eliminate some of these weaknesses?

2.2.8.2 NEWCOMER ORIENTATION PROGRAMS

- ❑ What causes attendance at FSC Navy Information Schools to be low? How can you turn that situation around? Data collection and tracking of service demand can guide you toward success.
- ❑ What important relocation issues and needs are not being addressed in the following typical RAPs:
 - 1. Smooth Move Programs.
 - 2. Navy Information Programs.
 - 3. Command Indoctrination Programs.
- ❑ Describe how your FSC can work with command training officers and master chiefs to support and enhance their indoctrination programs rather than compete with them?

- ❑ How can your FSC assess the needs of new Navy spouses? Do you know the demographics of most new Navy spouses? How can you find out? How can demographics guide your customer service, program development/management, and marketing decisions? How can you get new Navy spouses to participate in educational programs, which will reduce any stress and increase positive attitudes, perceptions, morale, and coping skills?

2.2.8.3 SELF-HELP RELOCATION INFORMATION CENTER

- ❑ In order to speed service delivery, ensure accuracy of information, and empower relocation clients to conveniently help themselves, what specific resources could you make available in your FSC lobby at a Self-Help Relocation Desk or Center? How will you know which resources are needed most and which are most often used once such a center is established?
- ❑ At many bases, mandatory check-in/check-out sheets are used to ensure that service members stop by the FSC for appropriate information, referral, and assistance. This is a perfect opportunity for FSCs to help prevent “relocation casualties.” Describe what your FSC is doing to take this opportunity to
 1. Educate the service and/or family member on available relocation services.
 2. Assess relocation needs or interests and screen for potential relocation problems (i.e., special needs families, families in financial distress, etc.).
 3. Use efficient, effective multi-media approaches to service directory at this “magic” moment.
 4. Cross train staff and volunteers to assist walk-in relocation clients.
 5. Ensure that quality is “built in” not “inspected in” to your relocation assistance procedures.
- ❑ How can you effectively market the availability of your “Self-Help” Relocation Center?

2.2.8.4 WELCOME ABOARD PACKET

- ❑ Design the ideal Welcome Aboard Packet by developing a Quality Control checklist that keys to customer and FSC management requirements. At a minimum, address the following in the Quality Control checklist:
 1. Physical appearance and organization.
 2. Content.
 3. Supply, availability, and distribution.

4. Worldwide Library.

- ❑ Describe the steps you will take to ensure that your FSCs Welcome Aboard Packet meet customer needs and expectations for quality today and in the future.
- ❑ Identify FSC staff and community organizations that could provide you with the following information:
 1. Math, reading, and SAT scores for all local schools.
 2. Lists or maps of neighborhoods served by each school.
 3. Average rental rates and home prices per zip code area.
 4. Homes for sale or rent by Navy personnel in your geographic area.
 5. Sources of affordable, available child care and youth programs by zip code area.
 6. Comparison of transportation systems, costs, and average commuting times from various geographic area to Naval personnel job sites and employment pool for spouses.
 7. Local utility hook up procedures and costs.
 8. Sources of no/low cost financial counseling and assistance.
 9. Shopping areas with listings of stores (e.g., discount, department, specialty).
 10. Support services and activities for single and married Navy personnel and their spouses.

2.2.8.5 INSTALLATION FACT SHEET

- ❑ Design a two page installation fact sheet that will give a detailer or service member the information he or she needs prior to writing orders and prior to relocation and arrival on station.
- ❑ Who should be involved in designing such a fact sheet for the Navy and why? Describe how each of the following groups of individuals would use this fact sheet.
 1. Detailers
 2. Service members
 3. Spouses and other family members
 4. Special needs individuals and families
 5. FSC staff members and volunteers
 6. Navy Career Counselors
 7. Command Master Chiefs
 8. PSD personnel
 9. HRO personnel
 10. Medical personnel

- ❑ What needs to be done to ensure that this fact sheet is “reader friendly” so it can be easily understood and used by Navy personnel and family members without the assistance of anyone else? Keep in mind that this fact sheet will be generated from a major DoD database.
- ❑ How often should this fact sheet be updated and evaluated for usefulness? Who should do this for your base?

2.2.8.6 SPONSOR PROGRAM

- ❑ Brainstorm ways your FSC could better support the Navy’s Sponsor Program and list reasons why it should do so. Discuss your ideas with your FSC customers to see which of these ideas would be perceived as “adding value” to the existing Navy/Command/Base/Sponsor Program.
- ❑ Describe the steps an FSC should take to ensure that it is support of this vital program meets command and sponsor needs and expectations. Think of ways your FSC could maintain high levels of customer satisfaction and effectiveness yet reduce labor intensity of the efforts required in support of service delivery.
- ❑ With regard to Sponsor Program support, what qualitative and quantitative data should your FSC be collecting that would demonstrate the following goals:
 1. A commitment to “caring” for Navy personnel and their families.
 2. Cost effectiveness—meeting the mission at the lowest cost possible.
 3. Cost avoidance—cost comparisons with other sources or voids.
 4. Behavioral outcomes—links to readiness, retention, and productivity.
 5. Customer service and satisfaction.

What tools would you use to collect and analyze this data?

How would this data affect FSC management decisions?

2.2.8.7 RELOCATION BUDGET COUNSELING AND EDUCATION

- ❑ How would you go about determining if there is a need for relocation budget counseling and educational programs?
- ❑ What kinds of model programs, services, materials, and training could an FSC provide to commands so that they can better assist their service and family members in preparing for the financial burdens incurred during times of relocation? Would you develop and market these programs, services, materials and training programs before you discussed them with your customers? Why or why not? What would some of the potential consequences be if you did not?

- ❑ Describe a plan to assess the availability, accessibility, and affordability of needed relocation budget assistance programs, services, materials, and training in the DoD/DoN and civilian communities. How could your FSC develop mutually beneficial partnerships with these organizations? How could you still assure quality even if your FSC does not provide the actual service, material, training, or program?

2.2.8.8 INSTALLATION RELOCATION ASSISTANCE COORDINATING COMMITTEE (RACC)

Commanders are required by instruction to establish a RACC using a community partnership model. The purpose of this committee will be to improve the efficiency and effectiveness of current relocation support services, to reduce “relocation casualties,” and to maximize the use of finite resources available on base.

- ❑ Who should be represented on this committee? Who should chair it?
- ❑ Describe what this committee can do to
 1. Improve coordination of current relocation support services.
 2. Strengthen communications and cross-training among relocation service providers.
 3. Encourage cosponsorship of relocation assistance services/programs.
 4. Create either a “First Stop Shop” or “One Stop Shop” service delivery capability.
 5. Reduce the stress experienced by newcomers and those departing to a new duty station.
- ❑ What model materials need to be developed to assist the service and family members in quickly determining what types of services are available and how to access them (frequency, time, dates, POCs, etc.) both at the time of predeparture and arrival on station? How can the Base Commander, your FSC, your claimant, and NPC-662 work together to develop these materials?

2.2.9 STANDARD OPERATING PROCEDURE (SOP) DEVELOPMENT

The following is a recommended format to use in developing SOPs for your installation’s SOPs.

Title: The name of the program or service being described. This will be the approved program or service title and will be used any time the program or service is referred to by FSC personnel or in FSC literature.

Date: The effective date of the SOP. Any prior version of the SOP is automatically canceled.

References: List any references, information, directives, or existing programs that contribute to the finished product. Copies of supplemental material shall be included in a resource file (e.g., handouts, news articles, directives, bibliography, etc.).

Objectives: Describe the desired outcomes as a result of this training. Utilize behavioral objectives to identify what the participant will be able to do as a result of participation in the program.

Attachments: Include supportive documents such as program handouts, program evaluations, quality control checklist, point of contact evaluations, program script, and marketing tools (e.g., press releases, flyers, etc.).

I. Background and Purpose: Describe the events leading to and/or the rationale involved in the development of the program or service. Include statistics, discussion of applicable directives, or other events as appropriate. Two to three paragraphs will usually be appropriate; however, do not sacrifice completeness for brevity. Address the methods used to check on possible duplication of services. Also, explain what purpose the program or service is designed to accomplish. Emphasis should be placed on quantitative criteria, although it is possible that a particular program or service results cannot be measured except over an extended period of time.

II. Target Population: Every program or service is designed for a specific population. Describe this population. Some examples are children ages 2 to 7, military members and family members planning to purchase a home, single parents in the military, and so forth. Include the ideal group size for the particular presentation.

III. Procedures: Discuss program format (lecture, interactive seminar, video tape presentation, etc.) as well as the methodology involved in program presentation. Although specific delivery procedures are the ideal, it may be inappropriate, due to program or service content or target population, to describe the procedures in generic terms. This is not, however, the preferred format and should be avoided if at all possible.

IV. Content: This section will delineate the content of each program or service. Include a detailed outline of what is to be covered, the actions of the presenter or provider, and the expected or desired actions and conclusions of the participant(s). The content may be “attached” rather than included in the body of the SOP if it is lengthy.

V. **Required Materials:** List all materials such as brochures, handouts, or books required either by the participant or by the presenter. Be specific, including title, issue date, source, cost, and acquisition procedures, if appropriate. Include items such as chalkboards, pencils, newsprint, or other materials needed to present the program. The required materials are the “tools” necessary for effective program delivery.

VI. **Publicity:** This section includes the means by which you market your programs and services. List marketing tools and procedures such as flyers, brochures (where distributed), press releases (where sent), center newsletters, other FSC’s, Ombudsmen, base paper, Plan of the Day, community papers, off base print and other media, and other marketing means.

VII. **Quality Control:** This section indicates the frequency that the SOP will be updated by FSC staff (not less than one time per year.) Also include the frequency and type of quality control tools to be utilized. Options include supervisory observation and evaluation, presenter self-evaluation, participant and command point of contact (POC) evaluations, and quality control tools. Where appropriate, use of a Likert scale is desired in order to standardize interpretation.

2.2.10 DEVELOPMENT OF PLAN OF ACTION AND MILESTONES (POA&M)

An effective, usable program plan for the RAP does not just happen. It requires the time, energy, and talent of the entire FSC staff and ideally the input of the entire FSC staff. The development of the POA&M for RAP services is an effective tool that is based on the needs assessment and data analysis conducted by the RAP staff.

2.2.10.1 POA&M CONTENT

The plan for RAP services should include

- A statement of the goals of the RAP at your FSC considering the mission of your base and its unique client population.
- Long- and short-term goals.
- An outline of programs and services designed to meet clients needs.
- An outline of responsibilities for services and programs.
- Assessment and determination of resources required and when available, and if additional resources are required, a subplan should be prepared to that end.
- A phased implementation plan with milestones for developing, implementing, and evaluating the RAP.
- A quality control plan containing quantifiable measures related to both client satisfaction and program justification, and a system for feedback (see Section 3.3, Quality Control).

2.2.10.2 GUIDELINES FOR DEVELOPING THE PLAN

As mentioned previously, the RAP plan will need to be developed in close coordination with the entire FSC, especially the Director. This support and input is vital as the Director will need to approve shared uses of resources and the budget. In addition, he or she can provide direction and advocacy for your program.

In developing the plan for the RAP, keep the following in mind:

- Set realistic goals:
 - Think creatively, but pick only achievable goals.
 - Pick goals that expand client services but are cost effective.
 - Concentrate on long-term goals; then decide on the short-term steps needed to accomplish each of these long-term goals.
 - Make the goals quantifiable and time limited.
 - Focus the priorities on goals and objectives that will have the maximum impact on relocating personnel.
- Remember that you learn as much from something that does not work as you do from something that does.
- Keep a record of “lessons learned” so that future RAP staff do not have to reinvent the wheel.

2.2.10.3 RELOCATION ASSISTANCE PROGRAM: A GENERIC PROGRAM PLANNER

Included in this section is a tool for your RAP staff to use in developing your RAP plan. It is general in nature and meant as a working tool that you personalize to reflect the goals and objectives of the local RAP.

A Generic Program Planner

Relocation Assistance Program Mission Statement:

Relocation Assistance Program Goals (Long term):

1.

2.

3.

Relocation Assistance Program Goals (Short term):

1.

2.

3.

Relocation Assistance Program Staff Resources:

PROGRAM PLANNING STAGE	GOAL(S)	OBJECTIVES TASKS	TARGET DATE FOR COMPLETION	PERSON(S) RESPONSIBLE	ADDT'L RESOURCES REQUIRED
Needs Assessment	<p>1. Identify the needs of re-locating personnel at your installation</p> <p>2. Identify specific relocations casualties reported by active duty, spouses, children, service providers, and command leadership.</p> <p>3. Identify resources available to deliver RAP services</p>	<p>Design survey tools</p> <p>Administer survey</p> <p>Compile data</p> <p>Assess resources utilizing assessment lists in Sections 2.2.5 and 2.2.6.</p>			
Data Analysis	<p>1. Identify the graphics of local population served.</p> <p>2. Develop a resource profile for delivery of RAP services.</p>	<p>Analyze data</p> <p>Report findings to all staff.</p>			
Program Design	<p>1. To develop programs that will cost-effectively meet the needs of relocating personnel at your installation.</p> <p>2. Identify a variety of history service delivery options to meet those needs.</p> <p>3. Prioritize the needs of relocating personnel based on needs assessment and service delivery needs.</p> <p>4. Develop Relocation SOPs for your RAP.</p>	<p>Define target population</p> <p>Define method of service delivery.</p> <p>Analyze past service delivery trends by analyzing logs, inquiries previous registration logs from programs.</p> <p>Define time/dates/ frequency of service delivery utilizing SOP Development (see Section 2.2.9).</p>			

Marketing	<p>1. Define how and by whom the existence of your FSC Relocation Assistance Program will be communicated to your primary market.</p>	<p>Identify marketing coordinator.</p> <p>Identify potential FSC RAP markets.</p> <p>Identify POCs at on-base and off-base points of purchase where individuals relocating go through. These key individuals become your Relocation Assistance Marketing Ambassadors.</p> <p>Develop cost-effective marketing tools to place at "points of purchase."</p> <p>Develop press release form and format to release information to print media and television media.</p> <p>Identify and eliminate barriers to clients accessing your services (i.e., directional signs, parking, child care options, extended hours).</p>
Quality Control	<p>1. Ensure the program meets the identified needs and goals.</p> <p>2. Define the quality control measures and standards.</p>	<p>Clarify program goals and objectives. Ensure all staff are clear on program stated goals.</p> <p>Develop quality control tools to measure program effectiveness. Tools include:</p> <p>Participant evals immediate 60 days after receipt of service Command evals Supervisory evals Presenter self-evals Comparative Analysis (Comparison of knowledge base of clients prior to receiving RAP services and after receipt of services).</p>

PART 3. IMPLEMENTING AND MANAGING THE RELOCATION ASSISTANCE PROGRAM

Now that the RAP staff has successfully completed the challenging and formidable task of program planning, it is time to see your RAP “come to life.” This stage of program implementation is an exciting and energizing one. The RAP staff are now able to see all of their hard work come to fruition through marketing, executing, and ultimately evaluating the program’s effectiveness. This section looks at the key management areas that are of particular importance to an effective RAP. The task of implementing and managing your FSC’s RAP is the final step in setting the stage for ongoing program development and service delivery.

3.1 MARKETING

Marketing is a management tool used to link the buyer (FSC customers) and the seller (FSC RAP). There are two effective ways of marketing:

- **Public Relations:** Public relations sells an idea or concept and seeks to improve awareness, support, and resource sponsorship. It gives the buyers the feeling that the seller cares about them. It is a “soft sell.”
- **Advertising:** It sells specific products and services and calls buyers to action. FSC does not pay to advertise. We print our own fliers and materials. Advertising is a “hard sell.”

In developing the RAP Marketing Plan, it is important to keep in mind that:

- There is no such thing as the “General Public.” We do not sell all of our services or programs to every buyer. As managers, we need to think about each “product” (service or program) we offer and develop a specific marketing plan for that product. We need to link up with the target markets that are going to respond. We need to ask ourselves “Are we selling what they are buying?” “Who is going to be our target buyer?” (See Figure 3.1, The General Public.)
- Recommended FSC marketing goals include:
 - Increasing FSC acquisition of resources.
 - Building a positive attitude and value for FSC RAP services and programs.
 - Strengthening the link between fleet operations and service member/family support.
 - Increasing use of FSC RAP services and programs.

Have a plan when marketing. If you do too much you will not be able to respond to the demand for FSC services and programs you've just created. Your credibility will be lost. If you do too little, no one will know you are there. Perhaps a phased marketing plan will give you the most control over future "buyer reaction/actions." The first step in the development of the FSC RAP Marketing Plan is the research phase, which includes conducting a media market message analysis (see Section 3.1.1).

Figure 3.1

**IF THERE'S NO SUCH THING AS
THE GENERAL PUBLIC
THEN WHO ARE YOUR TARGETED MARKETS?**

POTENTIAL MARKETS	CALL TO ACTION (OUR GOALS)	DESCRIPTION	MOST EFFECTIVE MEANS OF COMMUNICATION
High-Level Policy Makers		President Congress DoD/SECNAV/CO NPC	
Resource Sponsors		Major claimants Detailers Military and Civilian Service providers Networks	
		Base CO/XO Command Master Chief Comptroller/Manpower ADP/Public Works/Print Shop Command Career Counselor	
Commands		Afloat Ashore Key Communicators Ambassadors CO/XO/CMC Ombudsmen Key Leadership Spouses	
Officers and Crew		First Termers Seasoned Veterans Mid-career Single Sailors Dual Career Married Single Parents Newcomers Stressed out/burned out Distressed or depressed	
Family Members		Spouses Children Step-parents Aging parents Healthy families Dysfunctional families	

REMEMBER: Successful marketing targets audiences (buyers), content and media.

3.1.1 MARKET RESEARCH

Market research is the prerequisite for effective marketing. Market research findings determine:

- Who are the target audiences for the RAP?
- How do target audiences perceive the RAP?
- Where do target audiences obtain their information?
- Why do target audiences not use RAP services?

Some methods for conducting complete market research are:

3.1.1.1 PROGRAM PLANNING GROUP

RAP staff convenes session(s) of pertinent FSC staff for a planning group discussion. Questions to be answered are:

- What is the purpose of the FSC's RAP?
- What are short-range and long-term goals for RAP?
- How is the RAP perceived by its target audiences? Who supports the RAP and why? Who is not supportive and why not?
- How does the RAP wish to be perceived?
- What are the RAP's past marketing successes? What marketing attempts have been less effective?
- What are the goals for RAP marketing?

Desired outcomes of focus group discussion are clear marketing goals and a clarified set of issues to be explored during further market research of target audiences (see Section 3.1.1.6, Media, Market, Message Analysis).

3.1.1.2 REVIEW OF PRE-EXISTING DATA

Previously gathered information is reviewed to determine target audience trends. Examples of possible pre-existing data include:

- Past needs assessment surveys.
- Studies by other RAPs and NPC-662.
- Marketing materials from other RAPs.
- Employment trends from state agencies.
- Demographic studies of base/Navy-wide population.

3.1.1.3 SURVEYS

Surveys are a convenient method for gathering data from large, multifaceted target audience groups. Survey forms can be prepared for completion by the individual surveyed, or can be completed by an interviewer as they solicit responses from survey participants. Although the examples below pertain to surveys of spouses or potential employment sources, general subjects to be covered by any survey include:

- Demographic information (i.e., age, rate/rank, gender, years in Navy, number in family, employment status, number and frequency of relocations, etc.)
- Current knowledge about RAP - desire to know more.
- Current perceptions of RAP.
- Current use of RAP - desire to utilize its services.
- Preferred sources of information (word of mouth, radio, TV, base, media, etc.)
- Factors influencing use of RAP (recent relocations, access and timing of relocation services, etc.).

Surveys should be conducted at random, in numbers sufficient to gain a strong sense of the overall target audience and its subsets (i.e., younger Navy spouses, veteran Navy spouses; small businesses/large businesses).

NOTE: Consider preparing an informational hand-out on RAP to leave with those surveyed. Market research provides opportunities to market actively.

3.1.1.4 INTERVIEWS

When researching members of influential target audiences (e.g., COs and CMCs), face-to-face interviews are recommended. Personal interviews should be of short duration. The interviewee should be informed in advance about the interviewer's purpose. Standardized interview protocol should be employed for members of like audience, but the interviewer should be prepared to record points of particular concern to the interviewee. Interview protocol should include, but need not be limited to, the same categories of questions researched through surveys (above).

The data gathered during interviews will be personal, anecdotal, and more detailed than that gathered through surveys. Interview data helps reveal the reasons for responses. In addition to conducting interviews of influential target audience members, the RAP staff may choose to interview a sample of other target group audiences (e.g., spouses), to amplify data collected through surveys.

3.1.1.5 DATA ANALYSIS

Analysis of the data collected through various market research methods means reducing the gathered information to its essential patterns and trends. Analysis should be conducted through:

- Statistical review - by tabulating the answers to questions and deriving percentage.
- Intuitive assessment - by deducing the reasons for statistical responses when weighed against interview data and review of pre-existing data.

When finalized in writing, market research analysis becomes the foundation of strategic planning for the Relocation Assistance Planning marketing campaign.

3.1.1.6 MEDIA, MARKET, MESSAGE ANALYSIS

This tool can be utilized by focus groups convening to do market research. The tool is designed to help RAP staff identify target audiences, their demographics, identify media habits, the messages the target audience receives, and finally--are they buying what the FSC RAP is selling?

MEDIA, MARKET, MESSAGE ANALYSIS					
TARGET AUDIENCE	DEMOGRAPHICS OF AUDIENCE	MEDIA HABITS	MESSAGES THEY RECEIVE FROM MEDIA	ARE THEY BUYING WHAT WE'RE SELLING	
				BEFORE YES NO	AFTER YES NO

3.1.2 STRATEGIC MARKETING PLANNING

Strategic marketing planning is the process that will determine the tactics, tools, and timelines for the FSC RAP marketing campaign. The first step in developing a marketing plan is to evaluate the Six Ps of FSCs.

PRODUCTS

- Mission Requirements. (See Section 2.1.6 “Policy and Other Guidance.”)
- Each FSC RAP decides what this means and how it relates to the community being served.
- Additionally, FSC staff and key leaders serve as advocates for consumers. When the consumer comes to a FSC, they may or may not know (how to identify) what they need. Listen, talk, reach out, seek needed resources and deliver the appropriate service or program.

PEOPLE

- Look at your staff and volunteers. They are a very important part of your product and service. You need to take care of them. Treat them well and help them treat your buyers well.
- Are your buyers of FSC services and programs greeted in a positive manner? Do they feel they have come to the right place for assistance?
- It is critical that we market to our resource sponsors. They are the keys to our future! They need to know what and how we are doing. They need to know the value, volume and cost effectiveness of our programs/services. Collect, analyze, and present FSC information wisely to them.

PLACE

- Evaluate your FSC’s appearance.
- Outreach sites are part of FSC’s image.
- Location on the base: Is it helpful or hurtful? Can you make improvements?
- Are classroom spaces easy to find?
- Other service/program delivery environments: Are they a plus or a minus?

PRICE

- When we say FSC services/programs are “free,” they may become devalued in the minds of our buyers. Consider another strategy: “Provided to you at no cost by your command or the Department of the Navy.”
- Examine the cost equivalents of FSC products in the civilian community. Show your consumers the savings and comparable civilian dollar values.

POSITION

- Examine the established position of FSC RAP and its products (programs and services) in the mind of the potential buyers - one that has not been taken by a competitor (i.e., FSC does x,y,z as opposed to Navy Relief which does...). Does your FSC RAP need to work harder to separate its image from other installation organizations?
- Relation of FSC products to products of others; how do we integrate but remain separate. Again, community liaison and public relations work may be necessary.
- What is the military and civilian community's perceived value of FSC RAP products?

PROMOTION

- Always have a method and purpose for your persuasive communications! What is your desired outcome?
- The idea is to get a person so caught up in the ad/promotion that he or she becomes actively involved.
- Take a look at your various FSC messages: Are they geared towards active information seekers or passive information processors?
 - Product benefit messages are most appealing to unconcerned audiences, new or potential buyers.
 - Feature messages appeal mostly to current buyers who want to know about product virtues.

After evaluating these key elements you can then outline the marketing tactics, tools, and timeline for an effective marketing strategy.

3.1.3 MARKETING TOOLS

Tools for marketing are the print and audio/visual materials that are produced in support of the marketing tactics. There are a few important points to make about all marketing tools:

- Graphics quality is important. Not only should materials produced for RAP be attractive, professional and easy-to-read, they should have a consistent "look" whenever possible. By standardizing quality and appearance, the RAP will present itself as professional and organized to target audience members.
- If the FSC has desktop publishing equipment, or access to it, graphic quality is greatly enhanced. If the FSC does not have access to desktop publishing, try to develop a working relationship with a desktop service resource. Often such services can be bartered.

3.1.4 MARKETING TACTICS

3.1.4.1 KEY COMMUNICATORS

The strategy which is likely to be most successful in meeting our FSC marketing goals involves targeting our advertising and public relations efforts towards Key Communicators. They are our Base Commanding Officer/Executive Officer, Command Master Chief (or senior enlisted advisors), Navy Career Counselors, Ombudsmen, Key Leadership Spouses and equally important, our resource sponsors (major claimant and type command). Through effective marketing, if our goal is to be fully funded and fully utilized, these key communicators can help us get what we need, whether it be people to use our services, money, staffing, classrooms on the base, or materials and equipment for effective center operations. When we concentrate on reaching the sailor or family members directly, we sometimes find they don't understand or trust us. Our potential and current clients are unique in that they move often. We must be consistent in our efforts to reach them. When we target key leaders, they can speak to others for us. They have established trust with our clients and have the positional power to help us blend their Navy goals with FSC goals.

3.1.4.2 PUBLIC RELATIONS

The public relations concept is rooted in the delivery of a consistent pattern of information to target audiences through direct contact. The means of public relations within a Navy context are:

- Personal networking.
- Briefings.
- Attendance at conferences.
- Correspondence.
- Recognition.

Personal Networking (Outreach): This is the most basic and important public relations activity. Networking means establishing relations with key target audience members. It is "marketing by wandering around"--meeting with the chain of command, potential clients, volunteers, etc. to share the latest developments, receive feedback, extend thanks or congratulations. Suggestions for networking are:

- Set up a networking schedule that includes the FSC Director and RAP Specialist. Each becomes responsible for maintaining relationships with appropriate target audience members (i.e., Director with the Chain of Command; RAP Specialist with other key resources).

- Establish a computer record of individuals contacted, what was discussed, follow-up required and completed, and the contacts special interest.
- Network in person, by phone, or by mail--it's the personal touch that's crucial.
- Keep an eye out for newspaper articles, cartoons, or other printed materials which may be of interest to a key target audience member; send it along with a handwritten note and business card.
- Sponsor an "open house" event for a special briefing (see below) of key target audience members; issue personalized invitations.

Consistent networking benefits the RAP by spreading word of its services, successes, and benefits in a personalized fashion. Through networking, the RAP is perceived as a caring, human program, not just an array of facts and figures. The goodwill engendered by networking results in target audience members' strengthened support and greater understanding of the RAP.

Briefings: These are prepared presentations to key target audiences (i.e., chain of command, spouse groups, activities/service providers, etc.). Briefing techniques include:

- Conduct briefings in small groups for greater impact.
- Provide written material for participants to take away with them; use quality, designed graphics (slides, charts) for added interest; package them in an attractive file so those briefed can easily access them for future reference.
- Keep the presentation concise; leave time for questions and answers.
- Hold briefing in a comfortable, well-arranged room, whenever possible.

Briefings enable the RAP specialist to gain political support, recruit program participants, and build referrals while disseminating the positioning theme and accurate, up-to-the-minute information about services and their benefits.

Attendance at conferences: Encourage RAP staff to attend conferences sponsored by: Navy activities/service providers, or community groups, Chamber of Commerce, professional associations, allowing the RAP to reach target audiences, enhance its credibility, and engender program support. Conference attendance becomes a tool of public relations when these methods are used:

- Seek invitations to conferences: place the program manager's name on appropriate mailing lists.
- Volunteer to speak on pertinent topics.

- Set up a literature table, display or information booth, and bring ample business cards.
- Review the attendance roster for key individuals; seek them out and introduce the RAP, then after the conference, follow up personally.
- Cull the attendance roster for individuals to be placed on the RAP mailing list.

Correspondence: This tactic is an efficient, cost-effective means of maintaining relationships with target audience members. Electronic-mail, personal letters and direct mail enable the RAP specialist to disseminate news of current and upcoming events and share program successes.

Some ideas are

- Maintain an updated, computerized direct mailing list of key target audience members; make sure they can be called up on computer by subgroup (i.e., chain of command, volunteers, community groups).
- On a regular basis (at least quarterly) send electronic-mail messages or direct mailings to the mailing list, specializing the letters whenever possible to match the target audience's informational needs with the appropriate tone.
- Mailings should be no longer than two pages and graphically easy-to-read with no hyphens.
- Personalized correspondence should be employed in order to convey thanks, as networking follow-up or as updates on issues of particular concern to individuals.
- Maintain files of personalized correspondence by individual contacted; keep track of dates in order to maintain regular communication.

Recognition: These activities provide a formal means of thanking influential supporters. Recognition can include these methods:

- Host yearly awards ceremonies for supporters; present certificates of recognition.
- Place notification of awards in base newspaper, FSC newsletters and other pertinent media to gain publicity (see below) for both the RAP and its key supporters.

By recognizing key supporters, the RAP engenders “ownership” of the program and gains even greater support.

3.1.4.3 PUBLICITY

Publicity means using the wide range of print, audio/visual media and on-line advertising, both internal and external to the Navy, to disseminate information about

the RAP. Publicity about the RAP will increase program awareness and image among target audiences. Available media include:

Base publications: Short news items/announcements, feature stories on successful RAP activities or successful participants, articles, and announcements of recognition awards are among topics suitable for the base newspaper, FSC newsletter and/or the newsletters of other base activities/service providers and other base print media. Suggested procedures are:

- Contact appropriate publication personnel; find out their requirements for items to be published (length, style, timeline, etc.) and learn whom their publication reaches. Keep the information on file to assist with preparation of items targeted at each publication audience.
- Maintain ongoing relationships with base publications, send regular press releases featuring the RAP, its successes, and other RAP related topics. Include the RAP specialist's name and phone number to facilitate contact should the publication wish to develop the release into a lengthier article. Whenever possible, tie the press release into special events occurring nationally or Navy-wide (i.e., Navy Family Month).
- Develop Plan of the Day notes featuring tips and facts that relate to the RAP for distribution to commands. Keep them upbeat, even humorous where possible, for greater appeal.

Community publications: Local newspapers (feature page, classified, business section), local trade papers, and community association newsletters are publicity channels for the RAP. They reach not only Navy spouses, but potential resources as well. Procedures to follow are:

- Make contact with key personnel to learn specifications for acceptable items; maintain the information for easy reference.
- Cultivate relationships with key personnel (newsletter editors, business section editors) by briefing them personally on the RAP, inviting their attendance at programs, phoning as follow-up to mailing of articles/press releases.
- Place community publications on the press release mailing list.
- Be available for interviews with reporters; send a press release on a hot item, then call to offer interview opportunity.

Other Print Media: Posters and flyers provide means of drawing attention to the RAP services and their benefits.

- Keep print materials short, easy-to-read, and graphically appealing.
- Distribute posters and flyers through commands.
- Distribute flyers at the FSC and through clinic waiting rooms, information racks at the Housing Office or PSD, or wherever Navy members and spouses must wait for services.

Video: The cost of preparing video publicity for TV distribution is much higher than that of preparing print publicity, and its reach more limited. Shipboard closed circuit television (CCTV) and community TV public service announcements (PSAs) are both outlets for video publicity materials. But CCTV reaches only shipboard sailors and PSAs are usually consigned to the night-owl time between late night talk shows and the Star Spangled Banner. So, the RAP Manager should consider video publicity production only if multiple uses can be made of the resulting product (i.e., as part of briefings or for continuous reel showings at commissaries/exchanges).

Some tips about video are:

- Video publicity should be highly visual, professional, and entertaining; “talking heads” just won’t be acceptable to today’s sophisticated media generation.
- Locate someone with media production experience from the Relocation Assistance client list or from the general community to handle video preparation; scripting, taping, and editing all require specialized skills--perhaps a local TV station, university, or Fleet Imaging Command, might volunteer assistance.
- If the video calls for the use of “real life” people, be sure to get appropriate clearances from the individuals and/or from their commands.
- The final video should be long enough (approximately three minutes) for use on CCTV between regular programming and for briefings, but suitable for editing to one-minute length for community TV PSAs.
- The video script should be adaptable to all target audiences, given the need to use the video in numerous ways.

Television: Television news programs and talk shows are the best way to use TV for RAP publicity purposes. The following steps should be taken when employing TV as a publicity means:

- Send the RAP specialist’s business card to local talk show producers, along with a letter stating several interesting topics on which she/he can speak; follow up with a personal call.

- When a related news item appears in the press, contact talk show producers to suggest program topics on which the RAP Manager might appear.
- Make sure talk show producers are on the press release mailing list.
- Establish relationships with local television reporters whose beat might appropriately include relocation issues.
- Send local television reporters a letter/business card explaining the program, the RAP manager's areas of expertise, and suggested story items.
- Whenever something new, interesting, or successful occurs with community-wide interest, contact TV reporters with the story ideas.

Through television appearances, either in an expert role or as a spokesperson for the RAP, the program manager has the opportunity to spread the message about the RAP and to build its credibility.

Radio: This form of publicity is more accessible and less expensive than that for television. The RAP can "advertise" on radio (through PSAs which, as has been mentioned, may be delegated to the wee hours), or participate in radio news programs/talk shows. For radio publicity, consider the following:

- Devise a simple script or two for a 30-second radio spot to be used as a PSA.
- Locate a staff member or volunteer with a crisp, pleasant speaking voice to record the message.
- Contact local radio stations to learn if the spot can be recorded on their premises; if not, find a local recording studio willing to take on the job (pro bono would be nice).
- Reproduce the tapes in suitable number and forward them to the programming director or other key staff member of the local stations.
- For participation on radio news programs/talk shows, follow the tips noted above for television.

Computerized On-Line Advertising: The advent of electronic-mail and the world wide web has given us a valuable, cost-effective advertising resource. Most commands now have their own on-line bulletin boards enabling service members immediate access to current news and information. Take advantage of this tool in the following ways:

- Establish on-line POCs at local commands.
- Maintain e-mail address file for all commands to be contacted with RAP program/service updates.
- Design creative, eye-catching on-line flyers and POD notes to be e-mailed to commands and easily adapted to meet their specific needs.

- Brainstorm other on-line locals where RAP advertising would be worthwhile (PSD, FSC homepages, housing office sites and other community agencies designed to assist with relocations).

3.1.5 SELECTION OF MARKETING TACTICS

Criteria for the selection of marketing tactics and tools is an essential component of strategic planning. The range of tools in support of tactics is as unlimited as the imagination, but there are real world considerations against which brainstormed notions should be weighed. Among the criteria are:

- **Budget.** Renting a Goodyear blimp to fly over the base with neon RAP signs may a terrific attention-getter, but the cost is too high. Choose marketing tools that can be accommodated within the RAP's budgetary framework.
- **Bang for the Buck.** Some marketing ideas may be relatively inexpensive, but may not reach target audiences with the necessary consistency or impact. Choose marketing tools that are cost-effective.
- **Ease of Implementation.** Choose marketing tools and activities that are practical and require minimum staff/volunteer time to put into place.

The RAP specialist must gain the support of the Chain of Command in order to effectively initiate a marketing campaign. Thus, it is wise to begin by informing leadership and critical "gatekeepers" of upcoming marketing plans and securing the appropriate go-aheads. Among those individuals to reach are:

- **Command Department Heads** - Reach them with word of the marketing campaign during department head meetings or during scheduled appointments.
- **CO and XO** - Submit a written proposal for their approval; brief them during a scheduled appointment.
- **Public Affairs Officer (PAO)** - The support of the PAO is essential if your marketing campaign is to be successful. Brief the PAO on the RAP's publicity plan; create channels for necessary clearances; and use them.
- **Activities Providers** - Pre-brief activities providers/representatives in advance of launching the marketing campaign, too. Given a "heads-up", they will be more receptive to assisting in materials distribution, co-sponsorship of special events.

Support of FSC colleagues is important, too, for they will be affected by increased demand for the RAP. Keep others apprised of marketing plans; include them in the planning stages whenever possible. The RAP specialist may even uncover some opportunities for joint marketing with other program specialists.

Once the intention to launch a marketing campaign has been announced and cleared, the distribution of materials and the execution of activities can begin in a staged, manageable fashion.

3.1.5.1 FSC RELOCATION ASSISTANCE PROGRAM MARKETING PLAN

This marketing plan consists of only those communication channels that will meet FSC marketing goals. Some channels are selected for the purpose of building public relations (“soft sell” or ideas, values, perceptions, support, awareness, partnerships) whereas other channels are clearly for the purpose of advertising (“hard sell” calling for client actions regarding FSC programs and services).

MARKETING TACTIC	MARKETING TOOLS	TYPE		FREQUENCY	DEADLINES			STAFF RESPONSES
		AD	PR		PRODUCTION	MEDIA	PUBLIC	
PUBLIC RELATIONS/ NETWORKING								
COMMUNITY LIAISON								
HIGH LEVEL VISITORS								
CAPTAIN'S CALL								
KEY SPOUSES								
OMBUDSMEN								
COMMUNITY BOARDS, COMMITTEES								
MEETING WITH COMMANDS								
PAO								
OTHER								
PRINT MEDIA								
LOCAL NEWS ARTICLES								
PRESS RELEASES								
BASE PAPER								
POD NOTICES/ FSC NEWSLETTER								
ELECTRONIC MEDIA								
PSAs								
TV APPEARANCE								
NAVY NEWS THIS WEEK								
DIRECT MAIL								
WELCOME ABOARD PACKETS								
NEW SPOUSE INFO PACKET								
FSC NEWSLETTER								
FSC NEWSLETTER INSERTS								
SPECIALTY MARKETING								
PROMO FLYERS								
FSC MAILING LIST								
CAREER COUNSELOR								

MAILING LIST								
OMBUDSMEN NEWSLETTERS								
ANNUAL SERVICE REPORT TO COs								
LETTERS OF INTRODUCTION AND ENDORSEMENT								
ON-LIINE								
OTHER								
SPECIALTY ADVERTISING								
BALLOONS								
PENS/PENCILS/P ADS								
TELEPHONE COVERS								
FSC FOLDERS								
VIDEOTAPES								
BOOKLETS								
BUMPER STICKERS								
TELEPHONE BOOK COVERS								
BASE MARQUEE								
WALLET TELEPHONE DIRECTORY CARD								
DISPOSABLE PLACEMATS								
FSC BAGS								
COMMISSARY BAGS								
OTHER								
SPECIAL EVENTS								
OMBUDSMAN APPRECIATION DAY								
MILITARY CHILD FAIR								
NO-HOST LUNCHEONS								
PRESS CONFERENCE								
BASE-WIDE EVENTS								
FAMILY AWARENESS FESTIVAL								
QUALITY OF LIFE SYMPOSIUM								
OMBUDSMAN SYMPOSIUM								
OTHER								
SPEAKING ENGAGEMENTS								
BRIEFINGS								
BASE INDOCS								
NAVY FAMILY INFORMATION SCHOOL								

NEW SPOUSE ORIENTATION								
SPEECHES								
OTHER								
POINT OF PURCHASE								
FSC BROCHURE								
RELOCATION ASSISTANCE PROGRAM BROCHURE								
SKILLS FOR LIVING BROCHURE								
PROGRAM BROCHURE								
SCHEDULES OF EVENTS								
BULLETIN BOARDS (COMMUNITY ON BASE)								
DISPLAYS								
OTHER								

3.1.6 IMPLEMENTATION OF MARKETING

Timelines for implementation of marketing must be contingent upon the RAP's ability to deliver the services it is marketing. A mandatory marketing rule-of-thumb is: "under promise; over deliver." That means simply that if services and accompanying benefits are advertised through marketing, the RAP is obligated to meet the expectations it creates. Nothing will undermine a marketing effort faster than dissatisfied customers. In timing marketing activities, remember:

- Market only those services the RAP is geared to deliver efficiently and effectively.
- Market in stages. Do not create a massive marketing blitz when the RAP's ability to handle a dramatically increased client load is in question.

The FSC RAP Marketing Plan (see Section 3.1.5.1) is designed to assist you with the planning process. This tool lists possible marketing tactics for the RAP staff to utilize. It is up to you to decide how these marketing tactics will be implemented by choosing the appropriate marketing tool to be used. The RAP staff then decides the frequency of the marketing and outlines the deadlines for in-house production, deadlines to media, and deadlines of general public. Lastly, a staff person responsible for that marketing tactic is assigned.

3.1.7 EVALUATION

Just as programs and services are evaluated, so the marketing campaign must be. It is wise to schedule a new round of market research (see above) at approximately 12- to 18-month intervals to learn if the RAP's marketing materials and activities have raised awareness and/or increased motivation to use the program. New social or Navy-wide trends affecting service delivery will also be revealed through market research. Necessary adjustments to marketing materials and activities can be developed and implemented as a result of the evaluation process. If indicated, new services can be developed based on market research discoveries. Then, those services can be added to the roster of items to be marketed in the future (see Section 3.1.7.1, RAP Marketing Goals and Objectives.)

3.1.7.1 RELOCATION ASSISTANCE PROGRAM MARKETING GOALS AND OBJECTIVES

MARKETING GOALS	OBJECTIVES/TASK	RESULTS					
		Service Demand Before	Service Demand After	Image/Attitude Before	Image/Attitude After	Difference	Goal Achieved

3.1.8 THE KEYS TO RAP MARKETING SUCCESS

1. Know Your Buyers (Commands and Individuals). What are their wants or needs? Why do they come to your FSC? When do they go to your competitors for service and programs? What are their characteristics (demographics)?
2. Know Your Products. What are all the facts about the products or services you sell? What are your customers actually buying when they come to FSC (support, information, skills, knowledge, resources, options, etc.)?
3. Make Your Location Count. Is this the best location for your FSC? What are its advantages? What are its drawbacks? Do you need to do more outreach or use media which reach other locations?
4. Make Your Prices Reflect Buyers Expectations of Value. Do your prices reflect the value buyers expect from your products or services? What do people think about things that are “free”? Would they have the same attitude/value towards your products if you offered them “at no cost” or paid for by DoN/SURFLANT, etc.?
5. Make Your Personal Selling Count. Do you greet your buyers in a friendly, warm, and helpful way (body and voice) when they first come into your FSC? Do you seem happy to see them? Do you try to help them solve their problems or do you just take them for granted? Do you wait for them to come to you or do you seek them out (cold calls, appointments, meetings, mailings, etc.)?
6. Make Your Advertising (PR/Promotional Activities) Count. Do your advertisements seek to obtain a particular objective? Are your advertisements easy to read as well as eye-catching and informative? Do they show consistency over time to increase your FSC’s recognizability? Are you using the right media at the right frequency to reach the right people?
7. Make Your FSC Lobby, Facilities, and Displays Count. Is your FSC inviting to people? Do the lobby, floor plan, information centers and displays help promote decision-making and call your buyers to action or do they only serve to confuse them? Are products, samples, and information easily accessible? Are you taking the initiative to show your buyers products they don’t even know they want yet?
8. Make Your Coworkers and Volunteers Count. Do you treat your FSC co-workers and volunteers as you want them to treat your best customers?
9. Know Your Market. Do you treat your clients and customers as you would want to be treated?
10. Know Yourself. Why did you originally become a human service provider? Are you achieving the satisfaction you originally hoped for? Are your customers as satisfied as you are?

The bottom line is “Communication occurs when the right person says the right thing, to the right people, at the right place, at the right time, and in the right way to be heard

and understood, and to produce the desired response” (Nido R. Qubein). If you do this, your marketing program will be successful. Some of our messages might be that (a) we have something for everyone, and (b) we are committed to command and personal excellence.

3.2 RELOCATION ASSISTANCE PROGRAM PLANNER: QOLMISNET

RELOCATION ASSISTANCE PROGRAM PLANNER FOR QOLMISNET		
NAME OF PROGRAM TO BE DELIVERED:	LENGTH <input type="text"/>	TIME <input type="text"/>
<input type="text"/>	DATE OF PROGRAM REQUEST:	<input type="text"/>
PROGRAM CATEGORY:	<input type="text"/>	STAFF PLANNER: <input type="text"/>
PROGRAM SUB CATEGORY	<input type="text"/>	STAFF PRESENTING PROGRAM: <input type="text"/>
COMMAND REQ. PROGRAM:	<input type="text"/>	COMMAND CUSTOMER SERVICE REP.: <input type="text"/>
PROGRAM LOCATION AND DIRECTIONS:	NAME OF CO:	<input type="text"/>
<input type="text"/>	NAME OF XO:	
	NAME OF CMC:	
	NAME OF CHAPLAIN:	
	NAME OF OMBUD:	
	COMMAND POC:	
	OTHER POC:	
	PROGRAM COORD:	

RESOURCES AND MATERIALS NEEDED	
<p style="text-align: center; margin-bottom: 10px;">Y/N</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> OVERHEAD TRANSPARENCIES </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> OVERHEAD PROJECTION </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> NEW PRINT PADS </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> EASELS </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> MARKERS </div> <div style="display: flex; align-items: center;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> CHALK </div>	<p style="text-align: center; margin-bottom: 10px;">Y/N</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> SCREEN </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> VCR MONITOR(S) <input style="width: 60px; height: 20px; border: 1px solid black; margin-left: 10px;" type="text"/> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> VCR <input style="width: 20px; height: 20px; border: 1px solid black; margin: 0 5px;" type="checkbox"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin: 0 5px;" type="checkbox"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin-left: 5px;" type="checkbox"/> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> MICROPHONE/SPEAKERS </div> <div style="display: flex; align-items: center;"> <input style="width: 40px; height: 20px; border: 1px solid black; margin-right: 10px;" type="checkbox"/> PODIUM </div>
<p style="text-align: center; margin-bottom: 10px;">ADDITIONAL MATERIALS NEEDED</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; height: 120px; margin-bottom: 10px;"></div> <div style="width: 45%; border: 1px solid black; height: 120px; margin-bottom: 10px;"></div> </div>	

RESOURCES AND MATERIALS NEEDED	
RELOCATION ASSISTANCE PROGRAM NAME:	<input type="text"/>
Y/N	
<input type="checkbox"/> REFRESHMENTS	
COFFEE MESS:	FOOD:
<input type="text"/>	<input type="text"/>
Y/N	
<input type="checkbox"/> REFRESHMENTS	LOCATION: <input type="text"/>
	HOURS: <input type="text"/>
	PHONE FOR RESERVATIONS: <input type="text"/>

PROGRAM SCHEDULE					
RELOCATION ASSISTANCE PROGRAM NAME:		<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
	LENGTH OF SESSION	DATE	TIME	ATTENDEES EXPECTED	ACTUAL # OF ATTENDEES
SESSION 1:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
SESSION 2:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
SESSION 3:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
SESSION 4:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
SESSION 5:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
SESSION 6:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Y/N			Y/N		
<div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></div> ESTABLISH REGULATION LIST		<div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></div> REGISTRATION MAXIMUM		<div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></div> ALLOW WAITING LIST	

PROGRAM STAFFING ASSIGNMENTS						
RELOCATION ASSISTANCE PROGRAM NAME: <input type="text"/>						
PERSONNEL ASSIGNED	STAFF	VOLUN- TEER	ACTUAL PRESENTATION PREPARATION OR MAN HOURS	SUPPORT MAN HOURS	SESSION #	DATE
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

RELOCATION ASSISTANCE PROGRAM GOALS AND OBJECTIVES

RELOCATION ASSISTANCE PROGRAM NAME:

PROGRAM GOALS/OBJECTIVES

DESCRIBE

MARKETING PLAN

DESCRIBE

EVENT COORDINATOR(S)

DESCRIBE

RELOCATION ASSISTANCE PROGRAM QUALITY CONTROL	
RELOCATION ASSISTANCE PROGRAM NAME: <input type="text"/>	
<input type="checkbox"/> Y/N	PARTICIPANTS EVALUATIONS
<div>RESULTS</div>	
<input type="checkbox"/> Y/N	PRESENTERS EVALUATIONS
<div>RESULTS</div>	
<input type="checkbox"/> Y/N	SUPERVISORS EVALUATIONS
<div>RESULTS</div>	

3.3 QUALITY CONTROL

The Department of the Navy has made a conscious commitment to adopt a Total Quality Leadership (TQL) approach to continue to meet its mission and to improve readiness and retention. The TQL initiative is a customer oriented, quality focused management philosophy which continuously improves an organization's work process. Formal quality control of the RAP as a whole, from the program planning stages to full implementation of the RAP, is a program standard. The philosophy and concepts of TQL outlined in this part of the Desk Guide, can assist toward the RAP goals of providing the highest caliber RAPs and services in order to ensure that personal and family relocation issues do not detract from command operational readiness.

3.3.1 TEN BENCHMARKS OF QUALITY CONTROL

1. **Quality is a Process** - Quality is not a technical function, department, or awareness program. It is a systematic customer-connected process that must be totally and rigorously implemented throughout the FSC and integrated with suppliers.
2. **Quality is Defined by the Customer** - Quality is what the customer says it is - and it is a continuously upward-moving demand. This perception must recognize that international quality leadership is necessary for long-term customer market leadership.
3. **Quality and Cost are Complementary** - Quality and cost are a sum, not a difference; partners not adversaries. The best way to make products and offer services quicker and cheaper is to make them better.
4. **Quality Must Be Structured** - Quality must be organized to recognize that, although it is everybody's job in the organization, it will become nobody's job unless the quality process is correctly structured to support both the quality work of individuals as well as the quality teamwork among departments.
5. **Quality is a Way of Managing** - Good management means continuous and relentless emphasis on quality through personal leadership in mobilizing the knowledge, skills, and positive attitudes of everyone in building and maintaining clear, customer-connected work processes. Quality is a way of managing an organization, and the belief that quality travels under some exclusive national passport or has some unique geographic or cultural identity is a myth.
6. **Quality Applies to Services and Products** - The quality improvement emphasis is as important in services as in products, and this emphasis must take place throughout marketing, sales and customer order placement; product and service development and engineering; purchasing, manufacturing, and material flow logistics; finance, billing and accounting; and distribution and delivery.

7. Quality is an Ethic - Widespread quality improvement is achieved only through help, participation, and zealotry from all the men and women in the organization and its suppliers - not from just a few specialists.
8. Quality Requires the Application of Technology - Continuous quality improvement requires the informed application of a wide range of new and existing quality technology - used within the organization's quality process rather than as an end itself.
9. Quality is the Route to Productivity - A total quality program is the most cost-effective and least capital intensive route to productivity. It changes the approach to productivity from merely "more output" to "more good output"; eliminates the functions and offices that exist due to unsatisfactory work and waste; and empowers the full utilization of the FSCs human, equipment, material, and information resources.
10. Quality is a Total Leadership System - All of this comes about when the FSC has implemented a clear, customer-oriented total quality leadership system throughout the organization, with effectively structured quality work processes that people understand, believe in, and are part of.

3.3.2 PURPOSE AND COMPONENTS OF QUALITY CONTROL

The purpose of quality control is to enable the RAP specialist to:

- Determine whether stated program goals have been met.
- Plan improvements in service delivery and establish objectives.
- Create a vision for the future; establish long range goals.
- Evaluate the effectiveness of the RAP in delivery of services.
- Provide the hard data to justify the program and advocate for expansion of resources during a time of "downsizing."
- Quantifies program efficiency and cost effectiveness of resources utilized to achieve goals.

Quality control should be an on-going process built into your program planning. Each local RAP is different, in that the community that it serves has unique features. Therefore, each RAP Quality Control Plan will be distinct. Nevertheless, there are certain components that all quality control plans have in common:

- Customer Focus.
- Quality Control Measures.
- Quality Control Design.
- Standard Quality Control Tools.

- Data Services.
- Timing.
- Integration of Feedback.

3.3.3 CUSTOMER FOCUS

The focus on the “customer” or client of RAP services is a process of deliberate concentration on satisfying the requirements, needs, and expectations of external and internal customers and is the basis of all activities and improvements for the RAP services. External customers can be defined as:

- Personnel relocating both to and from your installation.
- Individuals directly receiving the RAP services.

Internal customers to whom you must deliver include:

- Other FSC program staff and volunteers.
- CO and other base organizations.
- Other FSCs worldwide.
- Claimant.
- NPC-662.

The goals of a customer focused quality control plan include:

- Increasing quality as defined by the customer.
- Improving customer satisfaction.
- Assuring customer input and feedback.
- Providing meaningful indicators of performance and improvement.

The techniques to reach these goals include:

- Linking organizational purpose to customer satisfaction.
- Establishing routine and meaningful dialogue with customers via quality control tools.
- Listening to the customer.
- Involving the customer in planning and decision making.

Techniques for determining customer expectations:

- Customer research.
- Surveys.

- Audits.
- Focus groups.
- Employee exchange programs.
- Joint problem solving.
- Customer service data analysis.

Sobering thoughts on customer satisfaction:

1. Thirty percent of all seemingly “resolved” customer complaints still leave dissatisfied customers.
2. When first-time customers are dissatisfied with your product or service, they will tell 22 other people. When they are satisfied, they will tell 8 other people.

RAP customers have a right to expect:

- Products/services with features that meet their needs.
- Products/services perceived to be a fair value for their time and money.
- Products/services delivered when promised.
- Products/services delivered without defects.
- Products/services which do not fail while in service.

Would your RAP unit’s customers agree with this list? Why not ask them?

3.3.4 QUALITY CONTROL DESIGN

Guidelines for quality control design are to:

- Identify who will be using the quality control data and for what purpose. This information will:
 - Define the scope of the quality control plan.
 - Address program differences across FSCs.These individuals should be closely involved in developing and implementing the quality control plan.
- Tailor the quality control plan to the local program’s requirements. The evaluation will not work unless it is clear what the local RAP is trying to accomplish.
- Be sure to describe any unique features of the service so that they are understandable to an outside observer.
- Clearly tie the quality control criteria to stated program goals and objectives.

3.3.5 QUALITY CONTROL MEASURES

The measures used to evaluate the program--both outcome and process - are derived from the goals and objectives of the local RAP. They should have been identified in the annual plan. As goals and objectives change, so should the measures.

Characteristics of good Quality Control measures are:

- Objectivity - the sources of data should be outside people or clients rather than program staff.
- Feasibility - it must be possible to acquire meaningful data as called for by the measure.
- Measurability - it should be possible to determine a value for the measure, quantitatively and qualitatively.
- Relevance to the core of the program - the measures should address the key aspects of the program.
- Relevance to the Navy's mission - the measures should yield information that shows how the program contributes to operational readiness, retention and recruitment (this information, however, can only be compiled at the national level, using data from local programs).
- Relevance to the local command - the measures should provide the local command with information it wants (e.g., costs/benefits).
- "Reader friendliness" - the data should be clearly stated and of interest to line officers, budget personnel, type commanders and resource sponsors.
- Cost-effectiveness - it should be possible to collect data for the measures at a reasonable cost in time, money, and manpower.
- Comparability - it should be possible to compare data from a current evaluation with data from previous years in order to identify trends and desired changes.
- Coordination with other information gathering - to minimize the cost and difficulty of the quality control plan, efforts should be made to piggyback on other information-gathering efforts, such as QOLMISNET; similarly, measures might be chosen to serve secondary functions, such as the IG inspection.
- Quantitative data should be accompanied by qualitative data. Observations from clients, and from support organizations/people, on overall satisfaction with RAP services, are invaluable additions.

Note: It cannot be emphasized too strongly that the quality control plan should be designed as part of the overall RAP plan.

Suggested RAP evaluation tools are presented in Section 3.3.7. Not all of these measures are readily translated into quantifiable measures. Some are indirect measures based on qualitative, informational data, or other data which is connected only indirectly to the RAP.

3.3.6 QUALITY CONTROL CHECKLIST

AREA TO EVALUATE	RESPONSE	DATA SOURCE
Client Use of Services <ol style="list-style-type: none"> Are RAP services immediately accessible and visible to clients? Are RAP services provided at times and locations convenient to clients? Which commands are referring their personnel to utilize RAP services? What is the typical tour cycle at your installation and characteristics of the client pool? What is the type and amount of relocation information being provided? Is this information updated (at least annually?) How effective is the program in: <ul style="list-style-type: none"> Reaching your identified target population? Preparing relocating personnel to deal with the mobile military lifestyle? 		
Service Delivery <ol style="list-style-type: none"> Is there a comprehensive list of military and community relocation resources? (updated annually) Is there immediate accessibility to these services? Are there free pamphlets and other relocation information readily available for clients? Are these materials displayed in a way that generates interest? Is there a standardized means by which to tally the frequency of use of individual resources? 		

<p>Staffing</p> <ol style="list-style-type: none"> 1. Are the least labor intensive modes of service delivery being utilized? 2. Is staff time being used appropriately? 3. Are thorough orientation, training, and evaluations conducted for each staff member? 4. Are the programs providing adequate benefits relative to expenditures? 		
<p>Program Planning</p> <ol style="list-style-type: none"> 1. Are service delivery options appropriate and designed to meet the needs of a full range of Relocation Assistance Program clients? 2. Are service delivery trends for each Relocation Assistance Program service broken down and tracked monthly? 3. Has the most cost effective marketing plan been established? (By tracking that is effective) 		
<p>Program Effectiveness</p> <ol style="list-style-type: none"> 1. What is command's feedback on the RAP effectiveness? 2. Has the Navy members' transition to new duty station been smooth due to RAP services? 3. Are the rates of voluntary separation lower due to RAP effectiveness? 4. Are retention rates higher due to RAP services? (Keep in mind that these areas are more difficult to quantify and may only be able to be determined at NPC-662 level.) 		

3.3.7 QUALITY CONTROL TOOLS

To obtain quantifiable data, it is vital that your RAP develop and routinely utilize consistent quality control tools to evaluate your RAP effectiveness. Following are sample forms and tools that can either be utilized by your RAP or be a springboard to generate ideas for your own RAP quality control tool design.

3.3.7.1 FSC PARTICIPANT EVALUATION FORM

Family Service Center EVALUATION FORM

1. Title of this session:

2. Name(s) of the presenter(s):

3. Please check the response you consider best for each of the following:

	excellent	very good	good	fair	poor
A. How material related to you:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Information or insights helpful:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Development or improvement of your skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Presentations, methods, audiovisuals, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Adequacy of the meeting site:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Session as a whole:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. List those things which were most helpful to you:

A.

B.

C.

5. List in order of priority those things which could be improved:

A.

B.

C.

6. List those things which you would have like to have included that were not:

A.

B.

C.

Thank You!

3.3.7.2 PARTICIPANT COMMENTS FOR RELOCATION ASSISTANCE PROGRAM

***PARTICIPANT COMMENTS FOR
RELOCATION ASSISTANCE PROGRAM
Family Service Center***

Program: _____ **Presenter:** _____

Audience: _____ **Location:** _____

What did you like most about this program?

What did you like least about this program?

Please comment on the way the information was presented. (Include comments on the activities, handouts, presentation style, and amount of time allotted for the program.)

Would you recommend this program to others? Why or why not?

What other topics would you like us to offer?

Family Service Center

3.3.7.3 FSC RELOCATION ASSISTANCE PROGRAM UNIT EVALUATION FORM

RELOCATION ASSISTANCE UNIT
EVALUATION FORM
Family Service Center

Were you treated promptly and courteously?

☐ Yes ☐ No

Were questions answered to your satisfaction?

☐ Yes ☐ No

Were the items issued to you in fair and reasonable condition?

☐ Yes ☐ No

Were you satisfied with all items that were issued to you?

☐ Yes ☐ No

If no, please explain:

How would you rate the service provided overall?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

Were the Overseas Library and Foreign Language Tapes helpful?

☐ Yes ☐ No

Do you have any suggestions for improving the services of the Relocation Assistance Unit?

Family Service Center

3.3.7.4 COMMAND POINT OF CONTACT EVALUATION

COMMAND POINT OF CONTACT EVALUATION Family Service Center

PROGRAM TITLE	COMMAND
CONTACT PERSON (RATE/RANK)	COMMAND ADDRESS
FSC PRESENTER	DATE

Circle the appropriate number: 1 indicates you strongly agree, and 6 indicates you strongly disagree:

The information presented during the program was relevant to the topic:	1	2	3	4	5	6
The information was presented in a clear manner:	1	2	3	4	5	6
The objectives were met:	1	2	3	4	5	6
The information was presented at an appropriate educational level:	1	2	3	4	5	6
The handouts provided by the presenter were helpful:	1	2	3	4	5	6
The presenter allowed sufficient time for questions and answers:	1	2	3	4	5	6
The time allotted for the program was adequate:	1	2	3	4	5	6
The information was useful:	1	2	3	4	5	6
The point of contact at Family Services Center was helpful in preparing for a successful program:	1	2	3	4	5	6

3.3.7.5 FSC PRESENTER SELF-EVALUATION

PRESENTER SELF-EVALUATION Family Service Center

Program: _____ Command: _____
 Presenter: _____ POC: _____
 Date: _____

1. Location of Program:

- ☐ Onboard ship ☐ Surface Force Chaplain's Center
☐ FSC ☐ Naval Base Chapel
☐ Shore Command ☐ Squadron Building
☐ Other

2. Suitability of Location (i.e., seating, temperature, sound, etc.)

- ☐ Excellent ☐ Good ☐ Adequate ☐ Poor ☐ Terrible

Comments:

3. Size of Audience

- ☐ Less than 10 ☐ 10 – 20 ☐ 20 – 50 ☐ More than 50

4. Composition of Audience

- ☐ Active Duty ☐ Family Members ☐ Mixed
☐ Attendance voluntary ☐ Attendance mandatory

Comment:

5. Visual Aids and/or Handouts Used

- ☐ Overheads ☐ Flip charts ☐ Slides ☐ FSC Generic Handouts
☐ Program Handouts ☐ Scriptbooks ☐ Nothing

Comments:

6. Support and Role of Sponsor

Were you supported by the sponsor? ☐ Yes ☐ No

Explain

Do you know anything about this command that might have affected the program?

7. How Well Do You Think You Did in Presenting This Program?

- ☐ My best ever ☐ Good ☐ Adequate ☐ Poor ☐ Terrible

8. Did you do anything new or different? ☐ Yes ☐ No

9. Suggested Changes to the Presentation

Family Service Center

3.3.7.6 FSC QUALITY CONTROL OBSERVATION CHECKLIST

QUALITY CONTROL EVALUATION
Family Service Center

Program Observed: _____ Date: _____
Instructors: _____ Observed By: _____

1. Program content remains current? ☐ Yes ☐ No
2. Content was understandable to audience? ☐ Yes ☐ No
3. Audience was responsive to presentation? ☐ Yes ☐ No
4. Handouts were available? ☐ Yes ☐ No
5. Handouts were appropriate? ☐ Yes ☐ No
6. Visual aids used? ☐ Yes ☐ No
7. Visual aids were understandable? ☐ Yes ☐ No
8. Visual aids were useful to audience? ☐ Yes ☐ No
9. ☐ Too much ☐ Not enough ☐ Enough information was presented
10. Does this program need revisions? ☐ Yes ☐ No

Recommendations:

Family Service Center

3.3.7.7 PROGRAM QUALITY CONTROL INVENTORY

PROGRAM QUALITY CONTROL INVENTORY
Family Service Center

Program Name _____

Program Owner _____

Date SOP was updated _____

Type of Eval	Frequency	Date Eval Occurred					
Participant							
Presenter Self-Eval							
Point of Contact							
Observation							
Notes							

<p>Family Service Center</p>

3.3.8 DATA SOURCES

Sources of data for evaluation include

- QOLMISNET data.
- Evaluation forms at the RAP events.
- Indications of client satisfaction with services (i.e., one-on-one client feedback, evaluation forms, or on-line QC responses).
- Client sampling.
- Interviews with key informants:
 - Command sponsors.
 - Community service providers.
 - Other program participants.
 - FSC and RAP staff.
 - Key command leadership and spouses.
 - Chain of command.
- Research projects (especially short-term and longer-term impact studies and cost/benefit studies).

3.3.9 TIMING

The RAP quality control plan should be

- Performed annually as a formal review of progress on the annual plan.
- Short term (i.e., 6 months out), that is, addressing both the immediate and later outcomes.
- Ongoing to ensure the RAP's effectiveness and responsiveness to changes in:
 - Client needs.
 - Staff or management skills.
 - Resources and training.
- Performed immediately following client relocation counseling or workshop session because:
 - 100% follow-up is possible with a captive audience.
 - Immediate reactions to the RAP services can be captured.

3.3.10 QUALITY CONTROL MATRIX

The development and utilization of a quality control matrix is a management tool that can assist in implementing the overall RAP quality control plan. Following is a sample quality control matrix that uses the frequency of participant evaluations, presenter self-evaluations, supervisory observations, and frequency of SOP updates.

QUALITY CONTROL MATRIX RELOCATION ASSISTANCE PROGRAM

SCHEDULED QUALITY CONTROL

FY _____

Relocation Assist. Programs & Services	Frequency	October	November	December	January	February	March	April	May	June	July	August	September	Completed	Comments By Whom
RAP SOP Updated	Annually														
Welcome Aboard Packet (Worldwide Library) Updated SOP Revision	Ongoing Annually														
Welcome Aboard Packet (Local) Updated SOP Revision WAP Evaluations	Monthly Annually In each packet														
QOLMIS/Relocation Database Updated	Quarterly														
One-on-one Relocation Counseling Update SOP Client Satisfaction Evaluations	Annually Monthly														
Self-help Relocation Information Center Update SOP Update Resources Client Evaluations Reviewed	Annually Monthly Quarterly														
Newcomer Area Orientation Programs Update SOP Participant Evaluations Command Evaluations Supervisor Observer and Evaluation	Annually 60% of programs Biannually Annually														
Sponsor Training and Support Update SOP Participant Evaluations Command Evaluations Supervisor Observer and Evaluation	Annually 60% of programs Annually Annually														
Relocation Workshops (out-going) Update SOP Participant Evaluations Command Evaluations Supervisor Observer and Evaluation	Annually 60% of programs Biannually Annually														
Homeport Change Program Update SOP Participant Evaluations Command Evaluations	Annually 60% of programs Annually														

Supervisor Observer and Evaluation	Annually															
Other Programs or Services																

3.3.11 INTEGRATION OF QUALITY CONTROL FEEDBACK

Information derived from the quality control tools should be fed back into the program to improve the RAP services. This feedback loop allows adjustment of the RAP based on analysis of the information and management decisions.

Be sure to provide feedback on informal evaluation results to FSC Directors, COs, and NPC-66. Letters of thanks from RAP clients are particularly effective endorsements of the RAP.

3.3.12 HOW TO GET STARTED

Embrace the TQL Philosophy to implement your quality control plan by:

1. Conducting Internal Customer Surveys - Ask your FSC staff what needs to be improved.
2. Conducting Customer Interviews - Internal and external customers will be glad to suggest ways you can improve your products, programs, and services.
3. Reviewing the Ways You Reward and Recognize Your RAP volunteers - Refocus on teamwork, innovation, customer oriented behaviors, and implement needed changes in reward and recognition systems.
4. Training Yourself in Simple Statistical Thinking - Data tells you what to do.
5. Learning to Use Problem Solving Methodology - Improve your work processes.
6. Establishing a Few TQL Improvement Projects - Use yourself and other top people as project leaders--“Walk the Talk.”

3.4 RESOURCE MANAGEMENT

Resource management as outlined in this section of the Desk Guide refers to creative ways of expanding available resources.

3.4.1 RESOURCE EXPANSION

The usual assumption about resources in a human service agency, such as your FSC, is that they must be continually expanded and that expansion requires a budgeting increase. However, there are other resources, already in place in your FSC and installation that come at little or no cost but may require time and energy to access. The key is feasibility and creativity when focusing on expansion of RAP resources. Some suggestions are:

- Define resource broadly - anyone who can expand the RAP's time, money, materials, and expertise is a resource, for example:

- The time and talent of command sponsors are an untapped, invaluable resource.
- Attendees at a workshop can spread the word about the program.
- Your local Chamber of Commerce may, in addition to providing concrete materials, be asked to make actual contacts, to include RAP Information requests.
- Individuals that are “gate keepers” to relocating personnel (i.e., PSD personnel) can market program - direct individuals to make FSC their first referral.
- As noted above, Navy spouse clubs may provide in-kind materials and perhaps provide some monies to support child care, transportation, and so forth for RAP clients.
- Collaborate with community service providers to sponsor joint activities or to participate in activities they sponsor.
 - Use community educational resources for area orientation programs.
 - Collaborate with other FSCs regionally on program development planning and professional development.
 - Initiate corporate and DoD connections in the geographic area; spouses can contract with DoD as self-employed business agents.
 - Develop relocation support networks to enhance command sponsor program.
- Nurture and expand continuously the networks of contacts with local area organizations that can assist relocating military members, business people and community leaders, and other service providers.
- Take advantage of whatever materials are available that can be used in service delivery, such as videos, printed materials, training programs, SOPs (particularly from other RAPs), the Military Family Resource Center and other military services - do not reinvent the wheel.
- Arrange for the use of other resources of the FSC, particularly staff (see Section 1.5.1, Relationship to FSCs).
- Identify and implement non-labor-intensive services, for example:
 - Self-directed Relocation Information Centers/libraries.
 - Access to current on-line SITES and LIFELines QOL Mall information.
 - Group orientation/introduction to RAP services.
 - Use “Welcome Aboard Packet” to market and outline the programs and services.
 - Self-help information packets for special needs individuals.
 - Handouts to support I&R functions, most frequently asked relocation questions.
 - RAP videotapes.
- Determine ways to use staff more effectively, for example:
 - Use volunteers for follow up (evening volunteers).
- Team teach workshops (e.g., Spouse's Welcome Aboard with SEAP and PFM).

- Establish a RAP's "Ambassadors Club" or advisory board to expand the marketing, enhance community liaison, and increase networking contracts (see Section 2.2.7.2.1, Multimedia Service Delivery Options).

3.4.2 VOLUNTEER STAFFING AND MANAGEMENT

FSCs have always operated with a strong base of volunteers - in fact, volunteerism has long been a focal point of FSC programs and services. This section of the Desk Guide will provide new insight on the importance and potential effectiveness of using volunteers in the RAP. It contains a new approach to volunteer recruiting and management that will improve the staffing and allow the RAP to provide higher quality, more effective service.

Volunteers are vital to the success of the RAP. There are two interrelated factors which make volunteer staffing so crucial. First, tight budgets mean there will never be enough professional staff to meet the demand. Therefore, volunteer staffing is an essential part of overall program management. Second, demographics have changed and Navy spouses increasingly seek and need paid employment and personal education goals and interests take more time. The availability and utilization of an effective volunteer management program provides an ideal opportunity for Navy spouses to get solid on-the-job experience that can assist them in ultimately obtaining paid employment.

In the last few years there has been a trend toward volunteerism as a tool for professional development. People who wish to enter the fields of real estate or professional relocation assistance can use the Navy's program as a training ground. This can be especially helpful for military spouses, as real estate and relocation are mobile, lucrative careers which interact well with the Navy family lifestyle. Another program strongly supported by the FSC which relies almost totally upon volunteers is the Navy Sponsor Program. Sponsorship has been a cornerstone of Navy Relocation Assistance for many years.

3.4.2.1 RECRUITMENT AND SELECTION

(See also FSC Desk Guide Volume 21, Volunteer Program Management.) The traditional volunteer base for relocation programs has been Navy spouses, youth with documented permission, Navy retirees, and other family members of active and retired sailors. This volunteer base still has good potential if energetic recruitment techniques are used.

However, there is an even more lucrative bank of volunteers available. As volunteer experience becomes more crucial in a highly competitive work place, the creative program manager can tap into other sources within the community.

For example, college students who need “hands-on” counseling experience would be a good source of interns/volunteers. Other related social science, education or human resource students could be used for intern credit.

Recruiting and keeping these types of volunteers, however, demands a little more groundwork on the part of the program manager. These volunteers must be able to document their experience in order for it to be valuable to them as resume data. Documentation will be discussed later in this unit.

Because each community and installation is different, each program manager must use different recruiting techniques. There may be a volunteer coordinator who will assist you in your efforts. Your task in this situation is to coordinate with the volunteer coordinator on the importance of your program, and your need for volunteers. Volunteers are in short supply and tremendous demand, so if you can get the volunteer coordinator on your side you’re already several steps ahead.

Where to recruit volunteers:

- Participant in RAP workshops.
- Contact local colleges to find out which academic departments would be willing to coordinate intern programs. (The Psychology and Social Work departments are two good sources.)
- Local professional women’s organizations may be willing to set up internship programs with you.
- Service organizations of all types are looking for community service projects - the program manager would be wise to get the Relocation program on their list of possibilities.
- Key leadership spouses not wishing to work during this tour of duty.

3.4.2.2 USES OF VOLUNTEERS IN RELOCATION ASSISTANCE PROGRAMS

Volunteers can have many different roles in a RAP.

1. Researcher: Many hours go into gathering accurate data on the local community to give to incoming personnel and their families as well as to provide accurate, detailed information for SITES. With effective training and management, this function can be turned over almost entirely to volunteers.
2. Relocation Counselor: Each family needs an individual contact to help them deal with the stresses and uncertainties of relocation. One-on-one counseling is crucial to the success of the program. It can also be a tremendous growth experience for a

volunteer. If you use volunteers as counselors, it is important to set them up in an internship situation. Get a specific time commitment in terms of hours per week and number of months. Relocation Counselors have strong impact on relocating sailors, so it is vital that they be trained, skilled, and committed.

3. **Marketing Coordinator:** Flyers, brochures, and other marketing materials are a vital part of communication with both current and potential clients. With some training, a volunteer can write, lay out, produce, and distribute those materials.
4. **Briefings and Workshops:** A volunteer with expertise in a specific area (someone who has recently relocated overseas, for example) can, with some training and well designed graphics, give effective workshops and briefings.
5. **Command Liaison:** A particular sailor or spouse may volunteer to be a liaison to their command, making sure communication is maintained and encouraging others attached to that unit to use FSC services.
6. **Administrative Support:** Don't just have them do the "routine" work.

With a little thought, most program managers can probably come up with many other jobs volunteers could do on their particular base. The only limit is imagination and qualified volunteers. The trick is to keep your volunteers on board and excited about the contribution they are making.

3.4.2.3 MOTIVATING RELOCATION ASSISTANCE PROGRAM VOLUNTEERS

- Give volunteers a "real" job--one that has a definite, visible impact, and that they enjoy.
- Give them a written job description.
- Give them training so they can do that job effectively.
- Give them consistent guidance. Don't change their job description or responsibilities every day or week.
- Make them accountable for fulfilling their responsibilities.
- Recognize routinely (both formally and informally) the volunteers contributions.

3.5 ADMINISTRATION

The administrative component of the RAP ensures that data collection and record keeping are on track and that the RAP SOP is utilized.

3.5.1 RELOCATION ASSISTANCE PROGRAM SPECIALIST

INTRODUCTION

This position is located in the _____ Family Service Center, (Base or installation.)

The Relocation Assistance Program (RAP) Specialist is an integral part of the Family Service Center (FSC). The incumbent will manage the Relocation Assistance Program (RAP), which is a Congressionally mandated program under 10 USC 1056. The RAP mission is to prepare service members and their families for less stressful and more effective relocations by educating and empowering transferees to understand and manage the challenges of the military lifestyle; encouraging transferees to take personal responsibility for their moves by planning ahead; providing the right information at the right time so that it can be truly useful rather than overloading; providing the service member and family with educational assistance in learning to manage the challenges and maximize the opportunities of the mobile military life style; and helping families understand and manage the emotional impact of frequent moves.

MAJOR DUTIES AND RESPONSIBILITIES

Plan, direct, implement, and monitor the Relocation Assistance Center operation; Sponsorship (to include youth and teen), Cultural Adaptation, and Welcome Aboard/Newcomer Orientation programs; and the operation of the Lending Locker. Manage the DoD mandated relocation database (SITES) to ensure it is comprehensive and current, and updates are submitted via telecommunications software as directed by DoD. Develop, revise and implement immediate and long-range goals, objectives, plans, and schedules to meet changes in legislation, program authority, and funding. Establish, implement, evaluate, and improve processes and procedures to monitor the effectiveness, efficiency, and productivity of the programs that serve a Navy and Marine Corps population of approximately _____. Coordinate the Relocation Assistance Coordinating Committee, reporting all relocation related issues to the installation's Commanding Officer. Interview PCSing clients to determine needs, providing guidance and relocation planning, to include individual special services for pre- and post-move assessment as outlined in 10 USC 1056. Support deployment related and transitioning clients and clients away from the normal office environment, to include other military services, with a full range of relocation programs and services.

(35%)

Prepare narrative and statistical reports using word processing and database software as required. Develop the annual budget, monitor financial obligations and expenses using spreadsheet applications, and manage the material requirements of the Relocation Assistance Center. Develop long-range cost estimates for the installation RAP as requested by higher headquarters to project funding requirements. Report to the installation commander and the command staff on program initiatives, long-range goals, program success, and program areas needing improvement. Represent the command at conferences, meetings, and planning sessions to ensure that Navy RAP

interests are considered. Design effective marketing strategies that increase liaison with the command, local media, and community agencies; direct participation in joint service, DoD and DoN meetings and projects; and ensure public relations campaigns inform target population of relocation program opportunities.

(35%)

Provide administrative and technical supervision to the following employees: _____ and ____ volunteers (equivalent to FS-186/301-3/4). Supervisory duties consist of the following and are based on the abilities of the employees: plan work to be accomplished by subordinates; set immediate priorities and deadlines; prepare schedules for completion of work; assign work to subordinates based on priorities, selective consideration of the difficulty and requirements of assignments, and the capabilities of employees; evaluate work performance of subordinates and prepare formal evaluations of employee performance; explain work requirements, methods, and procedures; review work in progress or upon completion; give advice, counsel, or instructions to employees on both work and administrative matters; interview candidates for positions in the unit and make recommendations for appointments, promotions, or reassignments; effect minor disciplinary measures, such as warnings and reprimands, recommending other action in more serious cases; identify developmental and training needs of employees, providing or arranging for needed development and training.

(25%)

Perform other related duties as assigned by the Director of the FSC.

(5%)

FACTOR 1. KNOWLEDGE REQUIRED

Extensive knowledge of military lifestyle and objectives of military family support programs to effect the operating procedures of the Relocation Assistance Center.

Knowledge of the development and implementation of community programs conducive to a mobile/highly deployable/transient/school/overseas population.

Knowledge of the techniques and principles to develop a variety of workshops involving relocation, transition, and career issues and interpersonal skills.

Experience in training and education, with knowledge of Total Quality Leadership.

Ability to communicate orally at general officer briefings, professional conferences, meetings, and training workshops.

Knowledge of funding and budget management.

Ability to analyze program effectiveness through a variety of reports and study techniques.

Knowledge of EEO policies and procedures, Freedom of Information Act, and the Privacy Act.

Ability to interpret Congressional and Department of Defense regulations that apply to the Navy and Marine Corps.

Extensive knowledge and experience of military relocation policy and procedures.

Knowledge of the Family Service Center and other military support programs.

Ability to use word processing, spreadsheet, database, and telecommunications software.

FACTOR 2. SUPERVISORY CONTROLS

The incumbent is supervised by the Director of the Family Service Center. Work assignments are delegated to incumbent by the director in terms of general instruction so incumbent has the full responsibility to determine methods and techniques of implementation to establish priorities, set up work procedures, and meet deadlines. Work is evaluated in terms of overall program effectiveness, soundness of program application, and effective use of resources.

FACTOR 3. GUIDELINES

The incumbent is guided by all applicable Department of Defense directives, established Navy policies and Family Service Center Director's guidelines. Many of the situations, issues, and relocation problems are not covered by specific guidelines. The incumbent exercises judgement in interpreting, adapting, or extrapolating from existing guidelines to arrive at a finding or conclusion, or to decide the appropriate course of action.

FACTOR 4. COMPLEXITY

The incumbent must continually respond to directives initiated by the Department of Defense and Department of the Navy. The incumbent will also ascertain needs from clients and provide special assistance or appropriate guidance, in addition to being able

to rapidly adapt to unpredictable and changing clients' needs and priorities. Liaison and planning are multi-leveled at ranks and responsibilities within the military organization and civilian community, and involve extensive research, coordination of resources, and time resolution of issues.

FACTOR 5. SCOPE AND EFFECT

The purpose of the work is to plan, direct, implement, and monitor the Relocation Assistance Program; the Sponsorship, Cultural Adaptation, and Welcome Aboard/Newcomer Orientation programs; the Relocation Assistance Coordinating Committee; and the operation of the Lending Closet for all military personnel, civilians attached to commands, and their families. The success of the relocation programs is pivotal in supporting the mission of readiness by making sure members and their families are prepared for a mobile lifestyle; supporting the mission of retention by working to reduce hardships of a mobile lifestyle; and supporting the mission of quality of life by preparing members and their families for less stressful and more effective relocations.

FACTOR 6. PERSONAL CONTACTS

Contacts with high ranking military or civilian managers, to include installation commanders, supervisors, and technical staff in other major organizations of the Navy and other Services, Department of Defense, and other federal agencies; accompanied by private sector contacts. There will be continuous contact with the Program Manager at BUPERS and other Relocation Assistance Program Managers located at other major military installations.

FACTOR 7. PURPOSE OF CONTACTS

The purpose of personal contacts is to develop successful relocation programs, significantly change the nature and scope of relocation procedures and propose or modify appropriate regulations. Contacts are necessary to obtain and exchange information, coordinate activities; discuss problem areas and establish the need of a new program or service and the modification of an existing one. Additionally, personal contacts will be utilized to reinforce a solid base of acceptance/support necessary to achieve program objectives.

FACTOR 8. PHYSICAL DEMANDS

Duties involve a normal amount of lifting, sitting, standing, and walking. There are no unusual physical demands or activities. Travel is required to attend meetings, conferences, and training seminars.

FACTOR 9. WORK ENVIRONMENT

Work is normally performed in an office setting.

3.5.2 SUPERVISION

To manage a RAP that is committed to delivery of the highest caliber of RAP services, routine use of staff supervision is essential. Direct staff supervision should be a regular part of the weekly schedule and can include both individual one-on-one supervision and group supervision of the entire FSC staff. The supervision of the RAP specialist is the responsibility of the FSC Director or his or her designee. The responsibilities of this supervisory role include the following:

- Staff orientation and training.
- Planning and establishing work requirements for a particular job and preparing clear position descriptions.
- Identifying the tasks and SOP for a job.
- Developing clear standards/performance requirements for the position, based on the position description.
- Devoting blocks of time and effort to new RAP employees, particularly volunteers.
- Arranging for initial and ongoing training for staff.
- Setting goals and objectives and evaluating outcomes.
- Reviewing performance with staff periodically and annually and assessing own performance.
- Acknowledging superior performance.

3.5.3 STANDARD OPERATING PROCEDURES UTILIZATION

SOPs are essential to an effective RAP (see Section 2.2.6.5 “SOP Development”). They are the link between RAP and the client who is receiving services. By standardizing commonly performed functions, SOPs can:

- Ensure a minimum quality standard.
- Clearly delineate services.
- Provide greater efficiency and control over service.
- Ensure that delivery of vital program planning and content is not lost due to staff turnover.
- Function as an ideal orientation tool for new staff.

Please note that the SOP is not the service itself, the SOP is an internal working document that simply states how and when the service will be delivered and evaluated. SOPs will need to be tailored to the specific circumstances of your local RAP. See Part 4 for sample SOPs.

3.5.4 RECORD KEEPING AND FORMS

The majority of RAP-related program planning and data tracking can be collected, monitored, and reported via QOLMISNET. The RAP specialist should become familiar with the capabilities of QOLMISNET in order to utilize its full potential.

3.6 PROFESSIONAL DEVELOPMENT

To meet the variety of needs of today's RAP clients, each RAP specialist must broaden his/her skills with continuing education and training. The need for continuing professional development can be determined by utilizing the RAP Specialist Self-Assessment Tool (see Section 3.6.1.1.1). The professional development plan should be developed in accordance with the individual RAP needs for specialized knowledge competencies, and should lead to some consistently applied recognition of competence (e. g., The Certified Relocation Professional [CRP] designation obtainable from the Employee Relocation Council [ERC]). ERC may be contacted at <http://www.erc.org>.

3.6.1 BACKGROUND

In addition to the background outlined in the RAP Specialist Description (see Section 3.5.1 "Program Specialist"). RAP staff should also have specialized knowledge of the population to be served, complete knowledge of the RAP services, experience with compilation and use of the resource file, and communication skills for dealing with both the users of services as well as military and/or community service providers.

Temperament, personal flexibility and frustration tolerance are a few of the factors that enter into being an effective RAP specialist. Although RAP specialists are not therapists, they must use perception and sensitivity to ascertain the real needs of the client. They must be able to use interviewing skills to elicit clear information about the caller's real need. Staff should be able to relate to people in need and respond with warmth, efficiency and confidentiality. The ability to be sincere and empathetic cannot be stressed too highly. The very success of the program requires that FSC workers deal with clients in ways that invite openness and trust.

Specialists should bring to their task a broad knowledge of social services programs and enough familiarity with available service and family member programs that they can compare and evaluate what will best answer their immediate customer needs.

3.6.1.1 ORIENTATION

At this time, there is no Navy-wide RAP training program that has been developed specifically for FSC RAP personnel. Attendance at annual joint service and private

industry relocation service provider conference will provide significant training opportunities. In-house training at the FSC should include:

- Orientation meetings with all FSC staff.
- Orientation to overall FSC functioning.
- History of local FSC and RAP services.
- Safety information.
- Confidentiality requirements.
- Observation of RAPs and services.
- Professional self-assessment.
- Development of individual goals and objectives for the year.
- Complete review and understanding of RAP Desk Guide.
- FSC and base tour.

3.6.1.1.1 SELF-ASSESSMENT

A personalized professional self-assessment, conducted during the FSC staff orientation period, can lay the framework for staff members' further development. Self-assessment and evaluation should be an ongoing process. It is important that the FSC director stress the importance of ongoing professional development by assisting the staff member in his/her professional self-assessment. Areas which reveal little or no experience should be given priority in the professional development plan.

3.6.1.2 PROFESSIONAL DEVELOPMENT PLAN

A professional development plan needs to reflect the results of the RAP specialist's self assessment. The FSC Director should also incorporate results derived from the FSC needs assessment and quality control plan. A professional development plan should be devoted to not only the needs of the RAP specialist but also the needs of the client population. Professional development options to improve the identified skill areas include:

- Additional coursework (community college course are typically low cost).
- Completion of the Employee Relocation Council's CRP certification program (www.erc.org).*
- Local professional workshops sponsored by local groups (low cost).
- Monitoring by staff member with identified knowledge and skills (no cost).
- Professional reading, subscriptions (low cost).
- Professional groups and affiliations (e.g., American Society for Training and Development) (low or no cost).
- Regional conferences/training (moderate cost).

- National conferences/training (high cost).
- Civilian personnel office courses (no or low cost).

*Note: Each RAP specialist should have access to on-site CRP certification manuals, provided at no cost by the Readiness Support Section of NPC-66.

3.6.2 GUIDELINES FOR TRAINING THE TRAINER

This section of the Desk Guide is targeted to those RAP staff who will be presenting education and training programs to relocating personnel.

3.6.2.1 THE ADULT LEARNING MODEL

The Adult Learning Model was originally developed by Dr. Malcolm Knowles in “A Trainer’s Guide to Androgyny.” Experience has shown that adults in a learning environment are more motivated to master material, and will retain that material better, when the information is presented to them through practical, experiential exercises. Exercises should be structured to allow adult students to discover the key points of the material, and then tie those points to the practical jobs they are being trained to perform. The Adult Learning Model is a series of curriculum steps that foster the practical application of this discovery.

There are six steps to the Adult Learning Model:

1. New Situation: the participant finds him or herself in a new situation of which she or he has no previous experience.
2. Concrete Learning Activity: the participant has a concrete learning experience: she or he performs or observes an action. The entire Adult Learning Model is based on this initial experience.
3. Publish and Process: after the experience, the participant discusses his or her reactions with the others who have experienced and/or observed the activity. At this time, the participants have the opportunity to evaluate their experiences.
4. Generalize New Information: at this point the participants generalize the new information into principles that can be applied in their home or work environments.
5. Develop Courses of Action: if the experience shows that their previous courses of action were inappropriate, at this time the participants use the knowledge gained in the previous steps to form new courses of action.
6. Apply Courses of Action: this step is the testing phase, in which the participants see how their new models work when applied directly to their home environments.

Adult Learning Theory recognizes that adults are mature, competent individuals, capable of self-direction. The trainer of adults, therefore is:

- A guide rather than director in the learning process.
- Concerned about learner needs as they affect course content.
- Attuned to the positive feeling of the trainee as it affects retention and transfer of learning.
- Sensitive to the need to “capture” the audience by making the learner relevant and useful.
- Attentive to group process as it relates to individual learning.

3.6.2.1.1 PRINCIPLES OF ADULT LEARNING

1. Adults learners are people who have a good deal of first-hand experience and ideas. Effective workshops tap participants experiences and ideas as a major resource for learning. Effective workshops are a source of new experiences for adults. Effective workshops help adults convert experience into learning.
2. Adults learners are people who are aware of physical discomfort. Most experience discomfort when they sit too long in chairs that are too hard, too short, too narrow, or worse. Effective workshops have comfortable physical accommodations, coffee breaks, and opportunities to move around.
3. Adult learners have some amount of pride. All adults like to think of themselves as independent much of the time. Effective workshops encourage self-direction and responsibility.
4. Adult learners are people with very tangible things to lose. Effective workshops are concerned with gain, not with proving inadequacy. Effective workshops aim for one hundred percent success.
5. Adult learners are people who have developed a reflex towards authority. Some buck it. Some bow to it. Some relate to it as a resource. And some just let it pass. Effective workshops make appropriate use of authority.
6. Adult learners are people who have decisions to make and problems to solve, but they also seek entertainment. When they do go for learning, most are seeking help in solving problems or making decisions. Effective workshops tend to be both problem solving and entertaining.
7. Adult learners are people who have a great many preoccupations outside of a particular learning situation. Most adults have heavy demands on their time, greater on some occasions than on others. Most have very real life commitments. Some adults are organized, some are impatient and still others are overwhelmed. Effective workshops are sensitive to their space in the adult world; they are not

hoggish. Effective workshops achieve a balance between tight presentation and the time needed for learning integration.

8. Adult learners are people who have developed group behaviors consistent with their needs. Some are hostile, some helpful. Some are aggressive, some passive. Some are defensive, some open. Most adults select from a range of ready behaviors the one that seems best calculated to meet their needs in a given situation. All have needs. All attempt to have those needs met by the group. Some are more successful than others. All are successful to the degree allowed by the group. All behaviors are reciprocal. Some behaviors help the group while others hinder it. Effective workshops concern themselves with the needs of their participants. Effective workshops attempt to meet those needs in ways that are helpful to the group. Effective workshops are a blending of many kinds of behavior.
9. Adult learners are people who have established an emotional framework consisting of values, attitudes, and tendencies. All need emotional frameworks for successful functioning. Progress produces pressure for change. Some change is life-giving. Some change leads to despair. All change is disorienting. Too much change in too short a time is destructive. The ability to change is directly proportional to the degree of safety adults feel. Rhetoric and argument do not produce change in the emotional framework. New experience may. Values are the hardest to change. Emotional change does not necessarily require attitude change. Effective workshops assist adults in making behavior changes and becoming more competent. Effective workshops may assist adults in making changes in their emotional frameworks when there is a high degree of safety, mutual commitment, and choice.
10. Adult learners are people who have strong feelings about learning situations. Everybody comes from somewhere. That somewhere was either a good experience or a bad one. In it they either succeeded or failed. As a result, most people have strong tendencies toward competition, cooperation, or withdrawal. Most can develop good feelings about learning situations. Effective workshops are filled with success experiences.
11. Adult learners are people who are secretly afraid of falling behind and being replaced. Effective workshops allow them to keep pace and grow with confidence.
12. Adult learners are people who more than once find the foundations of their lives stripped away. The college dorm is not the same as the room back home. Leisurely afternoons are burned away by the new baby. Jobs are lost. Parents die. Ideals are tarnished. Divorces occur. Bodies don't perform as they once did. Children leave home. The stock market crashes. Responsibilities are taken away. Retirement becomes mandatory. Mates die and leave them alone. Effective workshops go beyond helping adults cope; they help them learn to live again.

13. Adult learners are people who can change. This is the prime tenet of faith for effective workshops.

*Adapted from "WORKSHOPS" by Larry Nolan Davis and Earl McCallon, Ph.D.

3.6.2.2 TRAINER STYLES

There are four basic trainer styles. No one is the right one, but each is appropriate in particular situations. A good trainer uses a mix of styles in a balanced approach during training. The trainer styles are:

- Director
 - Organized and structured approaches
 - Lectures and outlines
 - Limits participation
 - Controls learning environment
- Interpreter
 - Integrates theories and ideas
 - Case studies, readings and lectures
 - Interprets and summarizes well
 - Observes, but does not participate in the group
- Coach
 - Facilitates learning
 - Encourages active group participation
 - Activities, projects drawn from life experience of group
- Listener
 - Emphasizes affective expression and learning
 - Listens to trainees, shows empathy
 - Creates a relaxed, unhurried learning environment

3.6.2.3 TRAINING TECHNIQUES

Good trainers use a variety of training techniques suited to the learning objective. Instructional techniques enhance the learning experience, involve the participant, and result in retention of learning. Some of these techniques are described below.

Brainstorming - Brainstorming is used to generate ideas by having one idea build upon another. Brainstorming involves individual participants in a group goal and encourages a freer, more creative atmosphere. To be effective the guidelines for brainstorming - free flow, no criticism or screening of ideas - have to be followed.

Case Study - The case study presents an incident based in reality which is relevant to what the participants are experiencing or could experience. The objective is to solicit analysis, discussion, options and resolutions. Case studies can relate to both cognitive and affective dimensions of a situation.

Demonstration - The demonstration method teaches by showing or doing. A process is laid out step-by-step so that the trainee can see what needs to be done. Resume formats can be taught in this manner, as an example.

Ice Breaker - An ice breaker, strictly speaking, is not an instructional technique. However, it is an essential technique in the trainer's repertoire designed to move individuals through the initial stages of working together as a group. Ice breakers are a way to get participants directly involved in the materials from the beginning of training.

Lecture - The lecture method is useful for introducing concepts, ideas, and overviews of material. It can serve as a prelude to group activities, or individual worksheets. The lecture format is best used in 15-minute segments, followed by other techniques mentioned here.

Role Play - Role play teaches participants how to do by practicing "in vivo." It results in learning by doing. Both participants and observers become involved; the observers learning through discussion and feedback. For an effective learning experience the role play scenario and objectives should be fully explained beforehand.

Discussion Group - A discussion group considers issues, questions, goals, problems, for which there are usually no established or factual answers. The leader of a discussion group has the task of directing and channeling the discussion so that the group will approach the issue in a problem solving, decision making mode. Also, the leader should be practiced in active listening communication skills to enable full group participation.

Tips for Effective Discussion Leadership

An effective discussion leader must be skilled at asking tactful questions, listening, and controlling a group. Through his or her ability to question, a workshop leader can determine the common ground in disagreements, the reasons for objections, and the needs, problems, objectives, and convictions of the participants. It is this ability that promotes discussion, problem solving, and decision making. Appropriate questioning is also a time-saver.

Four Main Questions in Conducting a Discussion Workshop

- **Overhead Questions** - Allows everyone the opportunity to comment and starts the meeting. If you're leading a discussion to explore styles of leadership, you might ask, "What is leadership?"
- **Direct Questions** - Used to call on a group member for specific information or to involve someone who is not contributing. For example, "Stacy, how would you describe an ineffective leader?"
- **Return and Relay Questions** - A return question is used to bring out ideas. For example, when the moderator is asked a question, he or she would turn around the question and ask the questioner, "What are your feelings about this?" Using a relay question, the moderator would ask the group, "How do the rest of you feel about this?"
- **Open-Ended and Closed-Ended Questions** - Open-ended questions are those that cannot be answered in a few words ("Jack, can you give us a rundown on the previous stage of this project?"). Closed-ended questions are answerable in a word or two. ("Lee, how long have you been involved in this project?"). Open-ended questions stimulate discussion. Closed-ended questions result in brief answers.

Ten Ways to Involve Participants in a Workshop Discussion

1. Establish their interest in the project.
2. Explain the benefits of their involvement.
3. Explain exactly what is expected of them and what they must do.
4. Offer respect and recognition.
5. Make sure it is understood why the request is being made.
6. Make them see the importance of what they're being asked to do.
7. Establish a reasonable time to accomplish the task.
8. Encourage the feeling that they're being given the opportunity to cooperate.
9. Be sincere in making a request.
10. Be honest in your motives.

3.6.2.4 PRACTICALLY PERFECT PRESENTATIONS

Training adults is both an art and a skill. Truly gifted trainers are rare, but skilled trainers can be developed through appropriate training and making a commitment to improve their skills.

There are a myriad of resources and trainings available to help improve the skills of your training staff. Local, one day training is available at moderate cost to the program staff. Videos and printed resources are available to include in your FSC library. These

“train the trainer” resources are then available to all FSC staff. This section of the desk guide attempts to compile the “best of the best” information on presentation skills.

3.6.2.4.1 NO-PANIC PRESENTATION CHECKLIST

Presentation Date:

Time:

Location:

Topic:

Speaker Analysis

- ☐ Do you have a clear purpose in mind; do you know what you want, or your listeners want to learn, or to be able to do?
- ☐ Have you organized and rehearsed the beginning and ending of your presentation?
- ☐ Do you appear calm and prepared?
- ☐ Are you establishing and maintaining eye contact?
- ☐ Are you speaking in a direct, friendly, conversational manner?
- ☐ Are your notes unobtrusive and not distracting?
- ☐ ARE YOU RELAXED AND READY TO GO?

Audience Analysis

- ☐ Have you considered what interests your listeners have and how these interests will make them attentive or inattentive?
- ☐ Is there a certain person or group that you have avoided speaking to? DON'T DO THAT!
- ☐ What is your credibility rating with your audience?
- ☐ Have you considered WHO your listeners are most likely to believe?

Message Analysis

- ☐ Are the central ideas of your presentation important, significant and/or interesting to your audience?
- ☐ Do you have a clear, unified, central idea; and is it narrow enough to be done correctly in the time allotted?
- ☐ Is the intent of your presentation to inform, persuade, or both?
- ☐ Does the introduction “grab” your audience’s attention?
- ☐ Can you possibly shorten your presentation? If so, DO IT!

3.6.2.4.2 MICROPHONE TIPS

Which Type to Use - Clip on microphones are your best choice, because they allow you to move and gesture naturally. Some clip-on mikes have no cord, and these are the

easiest mikes to use. Since some mikes do have cords, however, you may want to practice at home by wearing a cord with one end attached to something. You may feel silly, but you'll feel sillier if you trip on stage.

Is the Mike On? - If you're wondering if the mike is too loud or not loud enough, ask your audience. You're not expected to be telepathic, and a quick check demonstrates you are thorough and care for the comfort of your audience. There's nothing more irritating than going to a presentation, not being able to hear the speaker, and the speaker doesn't even bother to ask.

If You Have to Use a Fixed Microphone - When using a fixed microphone, adjust the mike to just below the level of your mouth, so that the top of the speaking part is almost level with your lips. Position yourself six inches away from the mike. If there's a whistle or shriek, you're too close.

The One Thing NOT to Do With a Microphone - Don't tap or blow into the mike, it can startle your audience. Instead, talk into the mike in your normal conversation voice and ask, "Can you hear me in the back?"

3.6.2.4.3 OPENING REMARKS

1. Look at your audience and SMILE.
2. Get their attention; arouse interest in the presentation.
3. Reveal and preview your topic. Make the purpose of your presentation clear.
4. Establish your credibility for speaking on the topic.
5. Don't make excuses or apologize.
6. Never compare audiences.

3.6.2.4.4 BODY

1. Select main points. Make sure they are appropriate for the audience.
2. Choose a pattern for organizing the main points. Consider:
 - ___ Chronological
 - ___ Spatial
 - ___ Problem/Solution
 - ___ Cause/Effect
 - ___ Theory/Plan of Action
3. Support main points. Consider:
 - ___ Statistics
 - ___ Expert testimony
 - ___ Stories

3.6.2.4.5 CLOSING REMARKS

1. State that you are concluding your presentation.
2. Summarize your main idea.
3. If appropriate, and time allows, ask if there are any questions. Set a time limit for questions and make yourself available to answer questions after the presentation.
4. Compliment your audience.
5. Have a call to action.
6. Finish up with a BANG!!
7. Thank the audience. Let them know that this was a good beginning, and you would be happy to come back again.

3.6.2.4.6 "PROBLEM" PEOPLE

Arguers, hecklers, tough customers, inappropriate questions:

What do these people want? They want recognition from you and the audience; they want to demonstrate their knowledge or vent a gripe. To do this, they will try to engage you in a one-on-one talk or put you on the spot.

What can you do? Don't lose your cool or get caught up in a meaningless argument. Remember, most of the audience is on your side. They want this presentation to go well too; otherwise, they've wasted their time being there.

Hecklers - Be courteous. Direct attention to heckler. "Some of us didn't hear your comment. Could you stand up. Tell us who you are and repeat your comment." Stand nearby.

Arguer - Focus on the questioner for about 5-6 seconds (long enough for the person to feel that he or she got the proper recognition and attention). Try: "You raise some very interesting points. Perhaps we can talk more about them at the break or after the program." Or "We're offering suggestions. You choose the ones that might work for you." "That's very interesting but our time is limited and we still have a lot to cover."

Know-it-alls - Offer a detour. "That's one option." And then get back to your point.

Talkers - "I'm getting concerned about time. Or "What does the rest of the group think about that?" Look away.

Silent Ones - Take a break. Have everyone stand up and stretch. Do an activity. Play a game. Break up into small groups to discuss a topic. Change your approach. Don't take it personally.

Sleepers - Ignore. Make a joke if you want.

3.6.2.4.7 QUESTIONS AND ANSWERS

- Decide when and if you'll take them.
- Limit time.
- Don't answer unless you can. If you can't agree, assure them you will find out the answer.
- Be brief.
- Recognize questions in order
- Repeat questions before answering.
- Soften words to hostile questions before answering.
- Use audience to answer question.
- Avoid conversations.
- Be courteous.
- Don't let question/answer session drag.

3.6.2.4.8 VISUAL AIDS

Things to remember when designing visual aids:

- Keep them simple! One visual should convey one main idea.
- Don't print anything vertically. It is too difficult to read.
- Use key words, not complete sentences, and use bullets to emphasize main points.
- Have no more than six lines of text on any visual.
- Convey ideas with graphics whenever possible. The idea is to show the big picture at a glance.
- Don't use too many visuals; they should enhance your presentation, not dominate it.

Tips for using audiovisual equipment and aids:

- Test all equipment and aids in advance.
- Have the equipment in place and know how to operate it.
- Have spare bulbs for each projector.
- Turn the equipment on only when you are ready to use it.
- Make sure you are not standing between your audience and your visuals.
- Face the audience, not the screen.
- Keep attention focused by pointing to the specific item being discussed.

3.6.2.4.9 THE TEN WORST HUMAN FEARS (IN THE U.S.)*

1. Speaking before a group
2. Heights
3. Insects and bugs
4. Financial problems
5. Deep water
6. Sickness
7. Death
8. Flying
9. Loneliness
10. Dogs

*David Walechinsky, et al. The Book of Lists. New York: Wm. Morrow & Co., Inc., 1977.

3.6.2.4.10 SUGGESTIONS FOR OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

1. Know the material well (be an expert).
2. Practice your presentation (pilot-test), and possibly video-tape yourself.
3. Use involvement techniques (participation).
4. Learn participants' names and use them. Use name tags.
5. Establish your credibility early.
6. Use eye contact to establish rapport.
7. Take a course in public speaking.
8. Exhibit your advance preparation (and prepare probable responses).
9. Anticipate potential problems (and prepare probable responses).
10. Check in advance the facilities and audio/visual equipment.
11. Obtain information about the group in advance (through observation or questionnaire).
12. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
13. Prepare an outline and follow it.
14. Manage your appearance (dress comfortably and appropriately).
15. Rest so that you are physically and psychologically alert.
16. Use your own style (Don't imitate someone else).
17. Use your own words (Don't read).
18. Put yourself in your trainees' shoes (they're asking, "What's in it for me?").
19. Assume they are on your side (they aren't necessarily antagonistic or hostile).
20. Provide an overview of the presentation (state end objectives).
21. Accept some fears as being good in advance (energizing stress vs. destructive).
22. Introduce yourself to the group in advance (via social context).

23. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
24. Give special emphasis to the first five minutes (super-preparation).
25. Imagine yourself as a good speaker (self-fulfilling prophecy).
26. Practice responses to tough questions or situations.
27. Create an informal setting (sit on a table).

3.6.2.4.11 AUDIO-VISUAL BIBLIOGRAPHY FOR TRAINERS

American Society for Training and Development, Training 2000: America is Aging and Training Will Never Be the Same.

Career Track, Speaking Without Fear of Nervousness. Helps trainer identify self-defeating thoughts and replace them with positive expectations.(56 minutes).

Career Track, How To Train With Video. Discusses 8 benefits of integrating video into your training program.(27 minutes).

Frank. Milo O., How to Get Your Point Across in 30 Seconds or Less, MTI Film and Video. Learn how to make your presentations memorable. Mr. Frank will show you how to prepare your 30-second message to get your point across and get the results you want and need.(30 minutes).

Murray, Patricia, Coping With the Fear of Public Speaking. Ms. Murray discusses why we get stage fright, how it affects us physiologically, and what we can do to overcome it.(44 minutes).

Paskov, Dr. Roko, Confident Public Speaking. 2 videos presenting skills and ideas to project more confidence and savvy into your public speaking.(approx. 1hr.30 minutes).

Plimpton, George, When You Have To Get Up and Talk. Mr. Plimpton provides instruction and advice about alleviating the fear of public speaking and giving dynamic presentations.(23 minutes).

Walther, Geogre R., Power Talking Skills 2. How to say what you mean and get what you want.

3.6.2.4.12 BIBLIOGRAPHY FOR TRAINERS

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- Parnow, Elaine. The Quotable Woman. Los Angeles, CA: Pinnacle Books, Inc., 1977.
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- Sarnoff, Dorothy. Make the Most of Your Best. New York: Holt, Rinehart and Winston, 1981.
- Stone, Janet and Jane Bachner. Speaking Up. New York: McGraw-Hill Book Company, 1977.
- Walker, Stuart H. Winning the Psychology of Competition. New York: W.W. Norton and Co., 1986.

*Additional subject specific reference materials for RAP trainers are located in the Appendix, Sections 6.2 - 6.3, of the RAP Desk Guide.

PART 4. RELOCATION ASSISTANCE PROGRAMS AND SERVICES

This part of the RAP Desk Guide provides an overview of the core programs and services that should be available to relocating Navy personnel and their families. The material presented here is not inclusive. Rather, it provides those planning the local RAP with key references and service delivery options. It is expected that each local FSC will design and implement programs that are tailored to the needs of personnel both relocating to their installation and leaving the installation. This section reviews the basic services for the local RAP:

- Core Services
- Services for Incoming Personnel
- Services for Outgoing Personnel

Typically, each section discusses the purpose of the service and includes model Standard Operating Procedures (SOPs) from FSCs worldwide. Where possible, sample materials are provided. The materials that are included have a blank “template” where your local FSC can customize the handout to meet the needs of your RAP marketing and program plan.

4.1 CORE SERVICES

RAP core services include those services which are key to the success of the FSC’s RAP. Some of the services have already been delivered historically by the FSC (e.g., One-on-One Relocation Counseling), whereas other service delivery options may be a new concept for your FSC (e.g., Self-Help Relocation Information Center). Delivery of the RAP services requires the following:

- SOPs for maintaining current, accurate, reliable, and reader-friendly information.
- Referrals to specific POCs at other organizations (on and off base) who handle relocating personnel.
- Means of evaluating client satisfaction with results of service.

4.1.1 SELF-HELP RELOCATION INFORMATION CENTER

Empowering clients by enabling them to successfully manage their relocation is an underlying principle of the RAP. At the same time, one of the primary tasks of the RAP specialist is to provide the basic RAP services, such as relocation information and referral, in a way that is resource efficient yet user-friendly. These features are

characteristics of the Self-Help Relocation Information Center. Thus, both RAP clients and staff are served by this service delivery option.

A great deal of planning and effort needs to go into setting up a Self-Help Relocation Information Center. This task demands up-front time and organization. The result, however, is greater RAP efficiency. Typically, other resources are needed to help bring this service about, such as

- Expert consultants for designing the service.
- A team of volunteers with appropriate skills to carry out the project.
- Experience of other area military RAP staff and programs for ideas.

The purpose of the Self-Help Relocation Information Center is to

- Enable RAP clients to be self-directed in managing their move successfully.
- Expose the RAP client to the myriad of resources available to help them manage their move.
- Make RAP information and referral (I&R) services accessible when RAP specialist(s) are not available or when the position(s) are vacant.
- Save RAP staff time
- Provide a comfortable location for clients to review WAPs from worldwide library.

A Self-Help Relocation Information Center should contain information on a wide range of relocation topics, affording a broad view of relocation assistance resources and programs available to the client. Ideally, this center should contain

- Information packets on FSC RAP services and programs.
- A bulletin board marketing all available RAP services.
- Printed materials
- Local informational packets and fact sheets.
- VCR, to be used at the FSC, and/or a Totevision (portable television with built-in videoplayer) to show area orientation videos (if available).
- Books and reference materials to assist the client in planning and managing their move. Also provide information on how to order those resources that cannot be provided free of charge by the FSC.
- Free printed materials (Scriptographic books, moving checklists, budgeting forms, brochures, or services).

- Computer(s) with access to SITES (<http://dmdc.osd.mil/sites>), LIFELines QOL Mall (www.lifelines4QOL.org), and additional URL sites. (see Appendix, Section 6.3 for a comprehensive listing).

The Self-Help Relocation Center should be set up to be self-directed. A volunteer with training in library sciences might assist in designing and indexing this facility. The bibliography located in Part 6 of this Desk Guide will help in setting up the resource library.

Funds for the Self-Help Relocation Information Center materials should be included in initial and follow-on RAP budgets. An arrangement may be worked out between the base library and the RAP to obtain materials through library acquisition funds. If no room is available for a RAP library at the center, the Base Public Works Department (PWD) may be an available resource to design or build the center.

Another resource is the Military Family Resource Center (MFRC), a DoD activity that has a wealth of information on issues specifically related to military families and the challenges they face. The MFRC provides materials free of charge upon request. The address is:

Office of the Undersecretary of Defense (Personnel and Readiness)

Military Family Resource Center (MFRC)

4040 N. Fairfax Drive, Room 420

Arlington, VA 22203-1635

Phone: (703) 696-9053

DSN: 426-9053

E-mail address: mfrc@odedodea.edu

See Part 6, Appendix, for additional resources.

4.1.2 ONE-ON-ONE RELOCATION COUNSELING

One of the services that RAP staff must provide to relocating personnel is one-on-one relocation counseling. This type of counseling is designed to assist Navy personnel and their families identify their needs for information, find the information and organize their PCS move.

The job of the Navy relocation specialist is to support the Navy mission by helping the service member and family become self-sufficient in their new community. Counseling

in this context could be defined as “facilitator” or “educator” or “referral agent.” The job of the relocation specialist is to

1. Be sure the sailor or Navy family member gets the correct information about the many facets of the Navy relocation process.
2. Be sure the sailor or Navy family member understands exactly what this information means to the decisions he/she must make in order to relocate with the least possible long-term disruption both financially and emotionally.
3. Remember that the FSC relocation specialist does not provide long-term family therapy for families dealing with the emotional impact of relocation.
4. Help families identify their need for further support and emotional counseling.
5. Refer sailors and families to agencies that can provide that support and counseling.

In order to assist the client(s) in designing a relocation plan, the Relocation specialist needs to assess:

- What the service member and family needs are for counseling (e.g., relocation, stress, financial, SEAP, I&R, EFMP)
- How the member and family are feeling about the move.
- If they are in need of real estate assistance (sale/rental; purchase/lease).
- How much they know about their new location.
- What the spouse's/children's concerns are.
- Whether there are exceptional family members or specific educational needs.

See Part 4.1.2.2.1, Relocation Assistance Planning Assessment Form.

4.1.2.1 PSYCHOLOGICAL IMPACT OF RELOCATION

Relocation is change management. One's reactions and responses depend on individual value systems and where he/she is in the developmental life cycle. Any life change can and will cause stress until the person makes adjustments from old routines to new ones.

Stress is a mental and physical response to a stimulus or stimuli, real or perceived. There is nothing in the basic definition of stress that judges it as positive or negative. Stress only becomes positive or negative when processed by the individual. Relocation stress can range from uncomfortable to tragic. The following are common signs of stress:

- Feelings of anger, fear, depression, isolation, numbness
- A lack of emotion, becoming forgetful, experiencing rapid mood swings, feeling run down, sleeping too much or too little
- Becoming more susceptible to colds or other ailments and gaining or losing weight.

On the more serious side, reactions to stress can range from substance abuse to child or spouse abuse, phobic reactions, serious illnesses and, most extreme, the potential for suicide.

Besides individual reactions, stress is contagious to other family members. Some common signs of group stress are: anger passing among family members, denial of the situation, becoming irresponsible and covering up, general tension, and total breakdown in communication.

Children are particularly at risk during a relocation. Communication and understanding are the keys to helping children manage their stress. The child's reaction will depend on their age and level of maturity, but from preschool on, the child's relocation stress will surface in some form of behavior change. The behavior may be immediate reactions as identified under individual stress or delayed reactions impacting school work and socialization skills.

Stress can be handled by understanding the issue and the stimulus. In most families, communication breaks down and the most stressed individual becomes dominant, thus providing for an unhealthy decision-making process. Understanding the pattern of stress and the feelings associated with it will help the person manage the situation. One of the most important jobs of the RAP is to provide educational programs and workshops on the patterns of relocation stress and techniques for handling the stress. This program content area is addressed in Section 4.3.2.1, Smooth Move, and in Section 4.3.2.2, Relocation Program Emotional Cycles of Relocation.

4.1.2.2 RELOCATION ASSISTANCE PLANNING ASSESSMENT

Why conduct a needs assessment? There are significant benefits to clients as a needs assessment ensures that

- Information is targeted.
- Clients articulate and focus on their own concerns.
- Clients are empowered.
- Individual needs and concerns are met.

The benefits of the FSC RAP planning assessment are that

- A database is developed to determine kinds of information most frequently requested.
- A database is developed to determine most salient concerns of clients.
- Effective allocation of resources is facilitated.
- Program planning is aided.
- Program and service shortfalls are identified.

4.1.2.2.1 RELOCATION ASSISTANCE PLANNING ASSESSMENT FORM**Timing/Logistics**

1. When is report date? _____
2. Is there a temporary/training assignment associated with move? _____
3. Will family members be traveling together? If not, discuss necessary individual requirements.
 - Accompanied/unaccompanied _____
4. Are you aware of requirements for clearing installation? _____
 - Check out procedures _____
 - Household goods _____
 - Privately owned vehicle (POV) _____
 - Temporary lodging _____
 - Clearing housing _____
 - Community _____
 - Real estate decisions _____
5. What are costs associated with travel? (See Financial, Question #2). _____
6. What are requirements for settling in? _____
 - Housing _____
 - Community _____
 - Commuting _____
 - Educational requirements _____
 - Self _____
 - Family members _____
 - Hobbies _____
 - Pets _____

Financial Preparedness

1. What entitlements will you receive for this move? _____
2. What financial obligations must you clear before departing installation and community?
 - Real estate (rent/purchase) _____
 - Temporary quarters excess _____
 - Local department store credit accounts _____
 - Extra POVs _____
 - House-hunting tips _____
3. What financial obligations will you incur during transition from this installation to new installation? _____
 - Reimbursable/nonreimbursable _____
 - Train/bus/plane _____
 - Taxi _____
 - Gas for POV _____

- Food _____
 - Lodging _____
 - Miscellaneous _____
4. What financial obligations will be incurred at new installation? _____
- Rent deposits _____
 - Utility deposits _____
 - Waiver programs _____
 - Replacing consumables _____
 - Registration fees _____
 - Excess temporary lodging _____
 - Replacement of furniture _____
5. How will you handle transfer of accounts and cash flow? Will you take advance pay? If so, what will be the monthly payback and for how long? _____
6. What are the considerations surrounding spouse's employment? _____
- Is spouse currently working? _____
 - Does spouse require information on employment opportunities at new duty station? _____
7. Do you have enough money to cover the move? If not, do you know where to go for help before, during, and after travel? (Use an expense sheet to cover details.) _____
8. What debts will continue at new installation? (List monthly payments and total.) _____

Psychological/Emotional

1. How do you and your family feel about the move? Why? _____
- Family _____
 - Work _____
 - Community _____
2. What can you impact? What can't you impact? _____
3. Are there any exceptional family members relocating? _____
4. How are you handling your relocation? _____

Legal Issues

1. Are there any custody problems leaving the state or country? _____
2. Are there any adoption issues? _____
3. Are powers of attorney in place for selling property? _____
4. Has auto finance company and insurance company been notified of relocation? _____

4.1.2.3 EFFECTIVE COUNSELING TECHNIQUES

Effective relocation counseling requires an understanding person who can remain separate from the pain and stress some of the clients will be experiencing. The objective of relocation counseling is to empower the client to ask the right questions and facilitate the decision making process. The most effective counseling often uses the technique of active listening.

Active Listening

Active listening demands that you

- Hear what the individual has to say.
- Respect what the individual says.
- Understand the individual's position.
- Accept the legitimacy of the individual's feelings.

Listening Checklist

The basic concepts of active listening are

1. Recognize emotions:
 - Client's
 - Own
 - Attend to those of both
 - Keep the "teflon" suit--do not take on problem ownership.
 - Do not become embroiled in the emotions.
2. Adjust to environment.
3. Use body language:
 - Maintain eye contact
 - Nod your head
 - Lean slightly toward client
4. Be nonjudgemental
5. Be understanding
6. Maintain confidentiality
7. Sort the issues:
 - Identify issues that can be solved and cannot be solved.
 - Identify all issues:
 - Open
 - Hidden
8. Be honest

9. Confirm “feedback loops”
10. Be creative

Active listening can be genuine or insincere. If it is genuine, the individual feels that you really understand and wish to help. Active listening requires that you are willing to take the time and energy to listen and be helpful.

There key verbal components are

1. Paraphrasing - Stating in your own words what you just heard the other person say. This demonstrates that you understand and respect the client’s words and feelings.
2. Reflecting - Reflecting goes a step beyond paraphrasing by showing empathy for the speaker’s feelings (e.g., “I think in that situation I would be pretty frustrated.”).
3. Clarifying - Asking informational questions so you can fully understand the situation (e.g., “Does your spouse support that decision?”).

When using active listening skills, you must aim for continuity between your verbal and nonverbal signals. For instance, you may be paraphrasing and clarifying, but if you are staring out the window or sitting behind a desk you may be creating the impression that you are not truly interested in working with the client. Remember, actions speak louder than words. Action and words used together effectively can create the atmosphere of trust and acceptance that is vital to effective relocation counseling.

Structure the Interview

In addition to how you listen and respond, the physical surroundings should be conducive to the interview. Often in cramped quarters with limited staff, it is difficult to find a room with doors or let telephones go unanswered. Obviously it is best to set the stage before you see a client. Try to find a location with privacy and free of phone interruptions. Prepare yourself, clear your mind of your personal agenda and review any data from the file if this is not an initial interview. Always welcome a client and introduce yourself. A few minutes of small talk helps relax the client. Use positive language and relaxed body language. However, you must clearly indicate the structure and rules of the interview. Explain what it is you do and how much time you have today and in the future. You can do this explanation either at the beginning or the end of the first meeting or at a point when a particularly difficult problem is identified. If a different problem surfaces, do not try to solve it for the client, rather have them try and define the issues and state their objectives. Set a plan with the client to achieve the objectives. At the end of the meeting summarize the session and state exactly what is expected of everyone for the next meeting.

It cannot be overemphasized that the language you use in counseling your client(s) is important. Use positive feeling words, avoid negative feeling words. Do not try to solve someone's problem for them but rather encourage the client to think of the long-term impact of the situation and set goals that are attainable. Remember, it is the relocation specialist's job to facilitate and refer, to identify deeper issues, and to encourage the client to use all available resources provided by the Navy and community.

Fifteen Things Counselors Must Know:

1. How to use active listening in effective communication.
2. How to use positive feeling words.
3. How to avoid negative feeling words.
4. How to encourage and direct the transference without providing a solution.
5. The decision-making process.
6. The impact of relocation stress on each family member.
7. The mobile military lifestyle.
8. How to respond to emotional concerns of transferees.
9. How to set up a proper physical environment.
10. How to use nonverbal communication to support verbal behavior.
11. How to avoid becoming the victim/rescuer/prosecutor.
12. That there is a cumulative effect to multiple relocations and that the Navy lifestyle involves frequent mobility and separation.
13. How to structure an interview.
14. How to empower the client to manage his or her relocation.
15. How to develop a relocation plan to avoid common problems that generally occur.

4.1.2.4 RELOCATION COUNSELING PROCESS MODEL

	GOALS	DIRECT ACTIONS	NONDIRECT ACTIONS
Step 1	Establish rapport Encourage client in counseling process	Introduce self Give brief overview of RAP Review confidentiality policy Solicit client's nature of request, questions, and concerns	Maintain warm, friendly manner Use active listening skills Be aware of client's emotions Establish cooperative atmosphere
Step 2	Determine stage client is at in relocation process	Explore client's immediate and long term needs Assess client's needs identify areas of need	Focus conversation Use reflective listening skills Use empathetic and non-judgmental statements of support
Step 3	Assist client in identifying options and available resources	Encourage client's immediate and long term needs Assess client's needs Identify areas of need	Use direct guidance Avoid imposing own values
Step 4	Assist client in developing an action plan	Assist client in setting realistic time frame Identify stumbling blocks in planning process Provide information and resources Identify available support networks	Respect client's right to self-determination
Step 5	Determine follow-up plan	Clarify future needs Review future availability of services and supportive contact Mutually decide on follow-up actions	Avoid over involvement Express interest in receiving updates of progress
Step 6	Close with client	Summarize discussion highlighting gains in decision-making process	Communicate optimism for a successful PCS move!

4.1.3 USE OF EXISTING SERVICES

The delivery of RAP services cannot be isolated in the FSC. In order to deliver a successful and comprehensive RAP, the use of existing services within the FSC is vital to the program's success. In addition to improving the quality of service delivery for clients, greater efficiency is also gained by utilizing these resources and ensuring non-duplication.

4.1.3.1 INFORMATION AND REFERRAL

Of all of the existing FSC services that are a potential resource for relocating personnel, the I&R services at the FSC are the most vital link for the RAP to access. I&R personnel serve as gatekeepers for clients. The I&R staff are routinely providing I&R to relocating personnel on topics such as

- School information.
- Medical information.
- Personal property transfer.
- Storage services.
- Overseas screening procedures.
- Exceptional Family Member Program information.
- Child care availability and options.

Because I&R staff often work directly with relocating personnel, they need to be continually aware of the nature and scope of RAP services so that they can direct clients to the most appropriate resource. In addition, I&R staff and RAP staff must work closely together to ensure non-duplication of efforts such as development and updating of resource files, networking with community resources, provision of services to clients.

4.1.3.2 FINANCIAL EDUCATION

The expertise and resources of the FSC Financial Educator (if one is at your FSC) is an invaluable asset to your overall RAP. The FSC Financial Educator may be able to provide

- Workshops on the financial aspects of relocation (either as independent programs or a component of an overall relocation workshop).
- One-on-one financial counseling for special cases (personnel identified as "at risk" by RAP counselor).

- Financial fact sheets on local area (cost of living, average cost of housing, utility costs, interest rates).
- Budget worksheets to utilize in PCS planning.

4.1.3.3 SPOUSE EMPLOYMENT ASSISTANCE PROGRAM (SEAP)

Assisting the relocating Navy spouse is the major program goal of SEAP. Military spouses, unlike most civilian spouses, encounter identifiable employment problems related to frequent relocation. In part, these problems occur because there is no choice in the matter of service member, and consequently, spouse relocation.

SEAP services should be provided to military spouses prior to relocation and, typically, during the first 3 months following arrival at the new duty station.

Services Prior to Relocation to the New Duty Station:

- Assistance in gathering references and supporting materials for obtaining credentials in new locale.
- Workshops in life/career planning, exploration of employment options, and job search strategies.
- Information about the new duty station, such as geography, culture, child care, transportation, cost of living, and educational, employment, and volunteer opportunities.
- Specific information about the employment market in different professions and occupations at the new duty station.
- Skill building in interviewing and salary negotiations.
- Assistance with resume writing and employment applications.
- Assistance with preparation of a job search time line and check-list for the new location.
- Information about federal civil service opportunities.
- Information about other DoD SEAPs.
- Information about wage and salary scales in the new area.
- Information about portable careers.
- Information about networks, job recordings, and electronic bulletin boards (on computers).

Services Upon Arrival at the New Duty Station:

- One-on-one interviews and counseling.
- Orientation about the local area.
- Job Search support group

- Local employment information.
- Training in job search strategies.
- Opportunities to discuss and explore career options, i.e., information interviews.
- Access to job listings, referrals to employers and community contacts.
- Assistance in developing a network of employment contacts.
- Access to information about education and training programs.
- Information about and referral to professional organizations.
- Information about and referral to volunteer opportunities.

4.1.3.4 COUNSELING

FSC counseling staff are an important resource to an effective RAP. The highly skilled and qualified counseling staff can assist RAP specialist(s) by:

- Performing intake interviews and client assessments to provide appropriate referrals.
- Performing supportive counseling to address personal, marital, and family problems related to relocation.
- Identifying counseling referral resources at next duty station.

4.2 SERVICES FOR INCOMING PERSONNEL

In order to ensure a “smooth move” to the new duty station and to prevent any relocation casualties, the FSC RAP must offer a range of information and referral, education and training, and counseling designed to specifically meet the needs of personnel relocating to your area. These services are broad in nature and scope, and should reflect the needs of individuals orienting to your installation (as determined by the RAP needs assessment).

4.2.1 SPONSOR PROGRAM SUPPORT

The Navy Sponsor Program was established by the Chief of Naval Operations to facilitate the relocation of naval personnel and their families (OPNAVINST 1740.3). This program is designed to ease the difficulties and reduce the apprehensions normally associated with a PCS move. Sponsorship is one of the Navy’s vital relocation services and is crucial to the retention and readiness of a quality force.

Although the concept of sponsorship is clear, implementation has sometimes been difficult. The exact implementation and assignment of sponsor duties is left to the ingenuity and initiative of each commanding officer. Sponsorship of individual service members has traditionally been seen as a volunteer duty, which has made maintaining an effective sponsorship program problematic. Traditional tasks of a sponsor include:

- Writing a welcoming letter (see sample).
- Rendering assistance in relocating (picking up a service member at transportation site) and transporting to temporary lodging.
- Orienting the sailor to the installation and individual command and its mission.

The traditional role of the sponsor is changing. Sponsorship is no longer perceived as voluntary but as a collateral duty for command personnel. Command sponsorship remains a high priority in the Navy's RAP. It is a key tool for creating successful relocation experiences, and it can work well together with professional relocation assistance provided by the FSC.

Command support and sponsorship education are important. Sponsorship programs are usually only effective when they have complete command support. Commanders who back sponsorship programs understand that their whole command functions better when new sailors are assimilated quickly. Sponsorship facilitates increased trust and results in higher state of readiness. A working command sponsorship program is a high priority addition to a professional RAP. The Navy community understands and likes the sponsorship program. By supporting the sponsorship program, the RAP specialist can position his or her service in the market and gain more acceptance for the parts of relocation assistance which are unfamiliar to potential and current clients.

The Relocation Program Manager should be familiar with Navy sponsorship instruction (OPNAVINST 1740.3 and MILPERSMAN 1740-010) as it spells out the specific responsibilities. The role of the Relocation Program Manager in sponsorship is to:

- Support the unit.
- Develop and market Sponsorship Training (see Section 4.2.1.1, Sponsor Training Agenda).
- Maintain WAPs to assist sponsors (see Section 4.2.1.2, Welcome Aboard Packet's SOP).
- Keep the command informed on how the unit is doing with sponsorships.

Recommendations for success in unit sponsorship programs include establishing

1. A trained sponsorship POC and a pool of qualified "on-call" sponsors within the command to ensure the availability of quality sponsorship whether or not the incoming sailor's arrival is anticipated.

2. Procedures for in-processing to include in-briefs with command leaders, assessment of sailor's and families needs, and linkage with helping agencies for services.
3. Follow-up and evaluate procedures such as feedback questionnaires from the sponsor, sailor, and family members.
4. Regularly scheduled FSC update briefings at all levels of command leadership to ensure awareness, continuity, and accuracy of information on quality of life programs.
5. The philosophy, from the top down, that sponsorship is an attitude of the entire command and not just the extra duty of one sailor.
6. Procedures to ensure that relocating sailors receive relocation counseling services through FSC prior to departure.

4.2.1.1 SPONSOR TRAINING AGENDA

The training of command sponsors and coordinators should be designed to teach individuals what they must do for the incoming service members and their family. It can be provided in a 3- to 4-hour format with lecture and discussion. The training agenda should include the following:

A. Introduction

1. References:

MILPERSMAN 1740-010

OPNAVINST 1740.3A Ch.1 "Navy Sponsors Program Guide"

2. Definition of a Sponsor

3. Coordinators Role within the Command

4. Tools:

a. Welcome Letters

b. WAPs

c. Command Requirements for a Sponsor

B. Resources

1. FSC Resources

2. Other Base and Community Resources

C. Newcomer Information

1. Housing

a. Temporary

b. Permanent

2. Personal Property

3. Child Care

4. Medical and Dental Check-ins

- 5. PSD Check-ins
- 6. FSC RAP Services
- 7. Command Information
 - a. Indoctrination
 - b. Check-in
 - c. Transportation
- D. Access To Command Sponsor
 - 1. Command Directive
 - 2. Command Endorsement
- E. Sample Sponsor Checklist (see attached)

SAMPLE SPONSOR CHECKLIST

- ___ Write a "Welcome Aboard" letter to your new shipmate. Some points to include: (See Sample Sponsors Letter Format).
- ___ 1. Introduce yourself and give a warm welcome aboard.
- ___ 2. Include a copy of the rental/for sale advertisements from the local paper in any correspondence with the new member. If the member is married, include copy of employment advertisements from the local paper.
- ___ 3. Provide the member information on how they may contact you (your home address and telephone as well as your work telephone both DSN and commercial numbers).
- ___ 4. Ask them about family members. If they will accompany, mode of transportation, ages, etc.
- ___ 5. Ask them to keep you posted on their travel and arrival plans. You are required to keep the Navy Sponsor Program coordinator/personnel support officer informed of any changes the member may make.
- ___ Provide follow-up letters or phone calls to answer any questions the new member may have.
- ___ Ensure transportation is available from place of arrival to the command and temporary lodging if the member requests it.
- ___ Prior to the member's arrival, check on the housing availability. Inform the member whether housing will be available upon reporting or if they need to make arrangements for temporary lodging. Help the member with it if necessary. (Make sure the new member checks in to the Housing Referral Office prior to renting or buying a house. This is a must.)
- ___ Escort the individual through the process of checking-in.
- ___ Help the member locate the Personal Property Office to check on household goods and/or private auto shipments. This may be done before the member reports in for duty.
- ___ Provide a tour of the base, pointing out the commissary, exchange, FSC, and so forth, and off-base areas if the member desires.
- ___ Remain an escort to the individual as long as necessary, at least until he or she knows their way around and feels comfortable.
- ___ If unaccompanied, escort to BOQ/BEQ for room assignment.
- ___ Explain emergency entrance to dispensary after normal working hours, if applicable.
- ___ Be sure to confirm flight arrival time by calling the airlines, if applicable.

SAMPLE CO'S WELCOME ABOARD LETTER

Dear Petty Officer,

We were pleased to receive notice of your orders to _____. As your commanding officer, I can assure you that we need your talents aboard. _____ is a _____, home-ported since commissioning in _____ and is now a unit of _____ at _____. From your orders, we understand that you will report in _____. In the event that you have family members, you should communicate with the _____ Navy Housing Office as soon as possible by sending a letter with copies of your standard transfer orders. Immediate permanent housing upon arrival is rarely possible, but you will be ahead of the housing situation by exchanging information as soon as possible.

Your sponsor is _____. He/she can be reached by calling area code _____. If you wish to write, his/her address is _____.

The _____ will deploy overseas until _____, however, if you need information you can call the _____ Administrative Officer, _____, at _____ or DSN _____.

Welcome to _____.

Commanding Officer

SAMPLE SPONSOR'S WELCOME LETTER

(Letter should be informal and handwritten.)

(The Administrative Office should provide a franked envelope.)

Dear _____:

An advance copy of your orders was received on board (this command, U.S.S. _____; etc.) and I have been designated as your sponsor. My work mailing address is:

My work telephone number is: Commercial _____, DSN _____. Should you desire, my home telephone is: _____. I may be contacted at home between ____ hours and ____ hours. (Use 24 hour clock.)

The Administrative Officer has notified me that your Welcome Aboard Package from the command was mailed _____; should you not receive it by _____ please contact me or the Administrative Officer at _____ so that another can be sent immediately.

Again, let me welcome you aboard _____, and if there is any way I can be of further service to you, please contact me.

Sincerely,

SAMPLE NAVY SPONSOR PROGRAM QUESTIONNAIRE

Your help is requested in evaluating the effectiveness of our Navy Sponsor Program. We ask that you complete this questionnaire based on your experiences on your recent PCS transfer. Upon completion, we request that you forward this questionnaire to the FSC or Command Master Chief.

Name: _____

Rank/Rate: _____

Date Arrived at Unit: _____

Assigned to (Dept/Div): _____

Name of Sponsor: _____

Rank/Rate of Sponsor: _____

1. Were you assigned a sponsor before arriving?
2. Are you:
 - ___ Married (Accompanied)
 - ___ Married (Unaccompanied)
 - ___ Single (Accompanied)
 - ___ Single (Unaccompanied)
3. Did your sponsor assist you in the following:
 - ___ Meet you upon arrival?
 - ___ Arrange temporary transportation; initial shopping needs?
 - ___ Arrange for temporary housing?
 - ___ Have a positive attitude toward the local area?
 - ___ Write to you before you arrived? If so, how many times? ___
 - ___ Were your questions answered accurately?
 - ___ Show you around the command?
 - ___ Assist you in other areas?
4. What information did you receive from your sponsor and command prior to arriving?
 - ___ Letter only
 - ___ Packet of information only
 - ___ Both
 - ___ Nothing
5. Overall, how would you rate the helpfulness of your sponsor? (Rate 1, very poor, to 5, excellent)
1 2 3 4 5
6. Please use the back of this page or a separate sheet to make any remarks, feedback, or recommendations concerning this command's Navy sponsor program.

Thank You.

4.2.1.2 WELCOME ABOARD PACKET SOP

FAMILY SERVICES CENTER STANDARD OPERATING PROCEDURE

TITLE: Welcome Aboard Packet (WAP)

DATE: January 1999

REFERENCES:

- A. OPNAVINST 1740.3A Ch.1
- B. SECNAVINST 1754.1
- C. OPNAVINST 1754.1A
- D. 10 USC 1056

ATTACHMENTS:

- 1. Welcome Aboard Packet Request Form (for Client/Command Use)
- 2. Welcome Aboard Packet Request Letter
- 3. Welcome Aboard Packet Monthly Statistics Form
- 4. Welcome Aboard Packet Quality Control Questionnaire
- 5. Welcome Aboard Packet Quality Control Checklist
- 6. Welcome Aboard Packet Information Request Form
- 7. Welcome Aboard Packet Request Log

I. BACKGROUND AND PURPOSE:

The WAPs for local installations are developed for and provided to personnel relocating to your installations. The WAP contains information on housing (government & civilian), military facilities, school information, childcare, and local area. Information necessary to assist the service member in making a smooth transition to his/her duty station. It may also function as a primary tool in assisting commands in support of their sponsor program.

II. TARGET POPULATION:

Military personnel and their family members reporting to local installations for assignment.

III. PROCEDURES:

The RAP staff is responsible for the development and distribution of Welcome Aboard Packets at Navy FSCs. Responsibilities include:

A. Assembly

1. Flyers and brochures are needed quarterly to include in the packet. Tracking of Welcome Aboard Packet requests are estimated at ____ packets a month. Items for inclusion should be obtainable free of cost or by in-house printing. The RAP staff is responsible for identifying, developing, and maintaining sources of acquisition for WAP contents, and for keeping sufficient quantities on hand at all times.

2. All brochures, flyers, booklets, maps, information sheets, etc. are collated and neatly placed in the pockets of the folder to present an inviting picture to the recipient. NFSC brochures should be placed on the top left side. A welcome aboard letter and the information request form will be placed on the top right side.

B. Bulk WAP Orders From Commands:

1. Commands requesting a large number of packets will need to fill out the WAP Request form. The RAP staff is responsible for making sure the order is filled and picked up by the command. The command has one week to pick up packets. Large orders of 50 or more are discouraged because information can become out-dated by the time service member receives the packet. Commands are given a date when the packets will be completed. Request should be filled within a week of request date. If there is a rush on the order, the command can collate the material by themselves.

C. Logging WAPs Requests:

1. A log book is maintained to account for the number of WAPs given to clients who request a Welcome Aboard Packet as a walk-in, phone-in, or letter.

2. The WAP request forms that are used for large amounts of WAPs are filed by month in a folder.

3. RAP staff will submit a WAP statistical summary at the end of each month showing: number of WAPs distributed and a list of commands that were served.

IV. CONTENTS:

The WAP may contain:

Resource	Source	Cost
1. Home and apartment directories	Local	No cost
2. The Navy in local area	Chamber of Commerce	No cost
3. Local area magazine(s)	Chamber of Commerce Tourism and Convention Bureaus	No cost
4. Local area maps	Dolph, Inc.	\$.89
5. FSC brochures	FSC	varies
6. Installation map	PAO	No cost
7. Household goods rental flyer	FSC	Varies
8. Medical information	Medical command	No cost
9. School information	Local school	No cost
10. Child care information	Child development center	No cost
11. Navy Lodge information	Navy Lodge	No cost
12. Housing information	Housing	No cost
13. Chapel information	Chapel	No cost
14. NFSC newsletter	FSC	Varies
15. Questionnaire/Info Request Form	FSC	Varies

V. REQUIRED MATERIAL:

- A. All of the above material will be placed in a Welcome Aboard folder.
- B. Resource material from the sources listed above.

VI. MARKETING

- A. Reception staff will inform all personnel checking in at the FSC that they can have a WAP.
- B. The Relocation presentation during all FSC programs lists the WAP as a relocation service.
- C. Press releases via POD and base paper.
- D. Command Sponsor Program

VII. QUALITY CONTROL

A. Contents of WAP are routinely checked and updated once a month as packets are filled. Individual fact sheets will be reviewed and revised as necessary or at least annually. All fact sheets will carry date of issue.

B. A follow-up questionnaire for recipients of WAPs is included in the WAP. This information will be utilized to evaluate the Welcome Aboard Packets during periodic updates.

C. WAP contents will be reviewed utilizing Quality Control check list semi-annually by the RAP specialist(s) and FSC Director to ensure the issue of quality, updated WAP from Navy FSC (see Section 4.2.1.2.1, WAP Quality Control Checklist).

D. At the end of the month, the RAP staff will submit a WAP statistical form which will list the number of individual requests for Navy FSC. WAP and the number of bulk WAP requests.

E. To keep track of the packets requested by service members, each request for a WAP is logged at the end of the month.

F. To keep track of the packets requested by each command, each request for a WAP is logged at the end of the month.

G. This SOP will be updated annually.

Attachment 1

REQUEST FOR WELCOME ABOARD PACKETS
Family Service Center

Name: _____ Rank/Rate: _____

Command: _____

Command Phone Number: _____

Individual: _____ Command: _____

Home Address: _____ Packet(s) Requested: _____

How Many: _____

Phone Number: _____ Date Required: _____

Packet(s) Requested: _____

____ Local Base _____ Other (allow 4 to 6 weeks.)

Date Required: _____

Special Information Desired: _____

FOR FSC USE:

FSC Point of Contact: _____ Completion Date: _____

Phone In: _____ Walk In: _____

Remarks: _____

Attachment 2

MEMORANDUM

From: RAP Specialist, Family Service Center

To: -----

Subj: REQUEST FOR WELCOME ABOARD PACKETS

1. To better serve our military personnel and their families in preparation for their new assignments, the following information is submitted or requested.

() Enclosed is the current WELCOME ABOARD PACKET for

() Request that you forward a copy of current information on your installation and any other pamphlets relative to your vicinity. What we have on hand from your installation now is dated _____. Information on our installation is now available upon request.

() Request that you forward a copy of current information on your installation and any other pamphlets or information relative to your vicinity to:

() Request commercial and DSN phone numbers for Housing, BOQ, and BEQ at your base.

() Other: -----

Thank you for your assistance.

Attachment 3

WELCOME ABOARD PACKET STATISTICS
Family Service Center

MONTH: YEAR:

LOCAL WAP:

Individual requests

____ Walk-in

____ Mailed

TOTAL _____

Bulk WAP Requests

____ Commands

____ FSCs

TOTAL _____

TOTAL SENT OUT _____

WORLDWIDE LIBRARY:

Individual Requests _____

Local FSC Requests _____

TOTAL _____

Attachment 4

Welcome Aboard Packet Quality Control Questionnaire

Dear Welcome Aboard Packet Recipient,

Thank you for your request for information. We suggest that you read through the materials carefully. They contain a wealth of information designed to help you in your PCS move and will quite possibly answer many questions you may have. This Welcome Aboard Packet contains the most current information available to us.

Please take a few minutes to answer the following questions, which will help us better serve incoming personnel. Also, please add any comments or suggestions you might have concerning the package, and return this form to the address listed at the bottom of the page.

Thank you.

Was the information helpful?

What other information would you like to see included?

Did the package arrive in a reasonable length of time?

What was the condition of the package when you received it?

Did you receive information from any other source in the local area Chamber of Commerce, realtors, another Family Service Center, etc.? If you did, please identify the source.

Comments:

Please return to FSC Center

Attachment 5

WAP Information Request Form

**DO YOU HAVE QUESTIONS ABOUT YOUR
NEXT DUTY STATION?**

IF YOU DO, THEN WRITE TO US, AND WE WILL RESEARCH YOUR QUESTIONS
AND SEND YOU THE INFORMATION.

We can send the military member or the spouse information on almost any concern. Inquiries might range from climate and weather conditions to the availability of public transportation in our area, from job markets to public schools.

You may use the form below to send us your questions, or write them on a separate piece of paper. Address your inquiry to:

Relocation Assistance Program Staff
FSC Center

Questions/Concerns:

Your Name: _____ Rank/Rate: _____

Address: _____ Command: _____

Attachment 6
Welcome Aboard Packet Request Log

[illegible]

4.2.1.2.1 WELCOME ABOARD QUALITY CONTROL CHECKLIST

I. PHYSICAL APPEARANCE AND ORGANIZATION

A. Welcome Aboard Packet's physical appearance is professional, neat, and well-organized, giving a clear, positive, and credible image.

1. ☐ A pocketed folder with FSC's name, address and phone number printed on the cover is used to hold Welcome Aboard Packet materials in an organized fashion for ease of understanding and quick reference.
2. ☐ All materials are reproduced or printed by means which ensure clear, easy to read copies (i.e., no blurred or crooked copies).
3. ☐ Colored paper is used throughout the WAP to heighten interest and readership.

B. Readers can easily attain needed information.

1. ☐ A Table of Contents is used to indicate enclosures, topics covered and location within the packet.
2. ☐ A Welcome Letter from the FSC Director tells readers how to contact FSC for additional information and support services and provides a list of staff, ready to be of service.

II. CONTENT

A. Information is provided which will ease the stress associated with relocation.

1. ☐ Current information (updated every 6 months) is provided on the following topics regarding the mechanical side of relocation:
 - a. ☐ Housing (base housing, rental options, average purchase costs, temporary housing, lodges, etc.)
 - b. ☐ Utilities (gas, electric, phone, cable TV, water, sewage, etc.)
 - c. ☐ Base and civilian community recreation departments (programs, and services for adults, children and special needs populations)
 - d. ☐ Transportation systems (bus, train, plane [SATO, MAC, commercial] carpool, car, motorcycle requirements, major commuter arteries and peak traffic times)
 - e. ☐ Personal Property Transportation Office (in-coming, out-going shipment of household goods, claims, car shipments, overseas procedures)
 - f. ☐ Schools (public, private, adult education, colleges and universities, SAT/reading and math score for primary and secondary schools, information on how to find out which schools serves which neighborhoods, special education points of contact for each city education department and community services board)
 - g. ☐ Child care (where to go, who to see for detailed referrals to center based, as well as family home day care providers, base facilities. Availability of base and community sponsored before and after school programs, i.e., YMCA, City Recreation Departments, church sponsored, emergency child care, 24-hour child care, child care for mildly ill children, summer day camps)
 - h. ☐ Major pockets of employment (business, industry, government, retail medical, etc.)
 - i. ☐ Local media (subscription information for major community and base newspapers, magazines and tabloids; listing of radio stations by type of programming, listing of TV stations and cable networks serving the local community)
 - j. ☐ Base facilities
 - k. ☐ Base map (with clearly readable legend and street names)
 - l. ☐ Map of local area
 - m. ☐ Tourist information (local brochures, conventions, and Visitors Bureau phone numbers, addresses and hours.)
 - n. ☐ Legal requirements for military residents
 - o. ☐ Consumer tips

- p. ☐ List of frequently used telephone numbers (i.e., yellow wallet sized cards)
- q. ☐ Health care: Patient Information Guide
- 2. ☐ Current information (updated every 6 months) is provided on the following topics regarding the human side of relocation:
 - a. ☐ FSC programs and services
 - b. ☐ RAP programs and services
 - c. ☐ Helping children relocate successfully
 - d. ☐ Moving pets
 - e. ☐ Establishing new roots
 - f. ☐ Support systems in local area
 - g. ☐ Hotlines and helplines
 - h. ☐ How to get on your mailing list
 - i. ☐ Special needs individuals and families
 - j. ☐ Navy's sponsor program
 - k. ☐ Culture shock
 - l. ☐ Financial assistance (sources of help for military families)
 - m. ☐ Navy Family Information School (NFIS)
 - n. ☐ SEAP
 - o. ☐ FSC stress management helpline card for adults and teens
- B. Commercial solicitation material is eliminated from this Welcome Aboard Packet (exception: included by direction of base CO).

III. SUPPLY AND DISTRIBUTION

- A. A minimum of 50 complete Welcome Aboard Packets should be kept on hand at all times and stored for quick and easy client and staff access.
- B. A minimum of 50 Navy Wifeline NEW Spouse Packets are kept on hand at the FSC and stored for quick and easy client and staff access.
- C. A minimum of 600 Welcome Aboard Packets empty pocketed folders should be kept on hand at all times as printing orders can take 4 to 12 weeks.
- D. FSC has the capability of filling a command's request for Welcome Aboard Packets within a 5-day period. (i.e., materials re-order plan is in effect which will ensure adequate materials to support this requirement)

IV. WORLDWIDE LIBRARY

- A. A worldwide library is maintained according to an FSC's SOP.
- B. Files are neat and well-organized.
- C. Storage cabinets are maintained and easy to use.

V. WELCOME ABOARD PACKET MANAGEMENT

- A. An SOP covering WAP preparation, updating of materials, printing and acquisition of materials, quality control procedures, inventory control procedures and management of the worldwide library is complete, accurate and consistently followed by staff and volunteers.
- B. RAP specialist and FSC director meet at least twice annually to review and improve the FSC Welcome Aboard Packet.
- C. Staff, client or command complaints do not exceed 2 per appraisal period. When complaints are lodged, they are immediately brought to the FSC Director for attention.

4.2.2 AREA INFORMATION BRIEF

In order to have a successful RAP at your FSC, a great deal of the time and talent of the RAP staff must be focused on providing quality, up-to-date and comprehensive area information to personnel relocating to your installation. The goal of providing this area information is to provide a positive welcome to the local area and to impart the information to personnel that is consistent with their areas of interest (determined by your RAP Needs Assessment.). This information can be provided via one-on-one relocation counseling (Section 4.1.2) or Welcome Aboard Packets (Section 4.2.1.2).

Specifically, this section outlines a cost effective method of utilizing group presentations to impart information to potentially large audiences with the same areas of interest and needs. There are numerous RAP “Success Stories” of FSCs worldwide; however, this section will outline the models of Naval District’s Washington’s “Smart Start” program and Navy Family Service Center Norfolk’s “Welcome to Hampton Roads Program” as they represent two different yet successful models of area information programs.

4.2.2.1 WELCOME TO HAMPTON ROADS SOP**FAMILY SERVICE CENTER
STANDARD OPERATING PROCEDURE**

TITLE: Welcome To Hampton Roads

DATE: January 1999

REFERENCES:

- A. OPNAVINST 1754.1A
- B. SECNAVINST 1754.1
- C. 10 USC 1056

I. BACKGROUND & PURPOSE:

Reference (C), 10 USC 1056, calls for: "settling-in services" (i.e., information on housing, childcare, spouse employment, cultural information, and community orientation). The Welcome to Hampton Roads program is a series of briefings on Navy services by people who provide those services. It is designed to provide newly assigned personnel the opportunity to familiarize themselves with a wide variety of military and civilian resources within the surrounding community. It is a power packed one- (can be expanded to two) day format designed to decrease time away from command and quickly ease relocating personnel into their new duty station.

II. TARGET POPULATION:

Newly reporting active duty military personnel and their spouses, new military spouses, or personnel who are providers of information to military families (e.g., Ombudsman, Family Support Group Officers, and NFSC staff).

III. OBJECTIVES:

The goal of this program is to empower, educate and inform personnel of area resources. Upon completion of the workshop participants will be able to

- A. Demonstrate knowledge of two organizations that directly assist military service members and their families.
- B. Discuss three services available at the Navy Family Services Center (NFSC).

- C. Identify the location of four of the following: NFSC Norfolk, Navy-Marine Corps Relief Society, Navy Housing Welcome Center, Sewells Point Branch Clinic, Commissary, Exchange, TRICARE clinics, Personal Property Office, Child Development Center, American Red Cross, and Moral, Welfare and Recreation buildings.
- D. Recognize and distinguish two of Hampton Roads cities and their associated areas. (Norfolk, Virginia Beach, Hampton, Suffolk, Chesapeake, Portsmouth, and Newport News).
- E. Demonstrate knowledge of three Relocation Assistance Program (RAP) resources. (SITES, Welcome Aboard Packages, Tripmaker, workshops, one-on-one counseling, installation videos, language tapes, books, and maps).

IV. QOLMISNET ENTRY DESCRIPTION:

For the purpose of QOLMISNET, the category is RELOCATION-INBOUND, the subcategory is INDOCTRINATION (command and COMM). The method of counting is by the number of attendees at each individual class.

V. PROCEDURE:

The following procedures will assist in scheduling Welcome to Hampton Roads. This program will be held at least each quarter at NFSC Norfolk.

- A. Draft schedule for proposed guest speakers allowing sufficient time for each subject to be covered.
- B. Confirm all speakers a month in advance with reminder calls one week prior to actual program date.
- C. Pre-registration is required to enable guest speakers to have sufficient materials to distribute during the program.

VI. CONTENT:

Each guest speaker is responsible for the content on their portion of the program. FSC will develop and provide handouts (per request of speaker) to ensure a consistent FSC “look” to manuals.

- A. As a minimum, the following topics will be covered:

- 1. Hampton Roads, Virginia overview
- 2. Navy Family Service Center (NFSC)

3. Financial Planning
4. Legal Assistance
5. Navy-Marine Corps Relief
6. American Red Cross
7. Military Pay and Allowances
8. Medical/EFMP
9. Ombudsman
10. Employment Career Resources Program
11. Housing Referral
12. Child Care/MWR services and facilities

VII. QUALITY CONTROL PROCEDURES:

- A. Participant Comment Form. The attendees are asked to evaluate presentation and submit forms prior to leaving the area. Evaluation forms will be reviewed by the presenter and the RAP Specialist.
- B. Presenter Self-Evaluation Form. Presenter will evaluate his/her own performance and route for RAP Specialist's review.
- C. Point of Contact Evaluation Form. If the program is administered on CCTV or before large groups, a POC evaluation will be used to receive the commands evaluation.
- D. This SOP will be updated annually with non-duplication of service confirmed.

VIII. REQUIRED MATERIALS:

- A/V cart for electronic presentation and disk
- Welcome to Hampton Roads program packets
- Sign-in sheet/name tags
- Large area maps (optional)
- Dry erase board (optional)

IX. PROGRAM CONTENT:

- A. Welcoming and Housekeeping. Facilitator briefly introduces self and welcomes participants. Location of restrooms, soda, smoking areas and exits are announced.
- B. Introductions and Ice Breaker. Facilitator asks participants to make and wear nametags. Facilitator then asks participants to introduce themselves.
- C. Objectives. The facilitator presents the course objectives and agenda.

- D. Hampton Roads Overview. Location/area geography and history, establishing residency, drivers license and car registration.
- E. Navy Family Service Center (NFSC). What Navy Family Service Center Can Do For You.
- F. Financial Planning. Budgeting, Military Pay and Allowances, forms of payment (allotments, split pay, DDS), and Entitlements.
- G. Legal Assistance. Wills, Bills, Advice, and Powers of Attorney.
- H. Navy-Marine Corps Relief.
- I. American Red Cross.
- J. Medical Benefits. Portsmouth Naval Hospital and Branch Medical Clinics.
- K. TRICARE. Program overview and application process.
- L. Ombudsman. What is the Ombudsman program? NFSC directory of ombudsmen and Family support groups.
- M. Career Development Resource Center.
- N. Navy Welcome Center/Housing Referral Office.
- O. Child Care. Overview of base facility and off-base care options/licensing.
- P. Morale Welfare & Recreation. Overview of MWR service and facilities.
- Q. Tour of facilities (optional)

X. ATTACHMENTS*:

- Required Handouts (Program Packet)
- Welcome to Hampton Roads – Agenda
- Program Evaluations
- Registration Forms

*For copies of the above noted attachments contact Relocation Specialist at the Norfolk NFSC (757) 444-2102.

4.2.2.2 SMART START—YOUR ONE STOP FOR A SMOOTH MOVE

Family Service Center
Standard Operating Procedure

TITLE: Smart Start Relocation Program

DATE: January 1999

AUTHORIZATION:

The Naval Support Activity Washington (NSAW) Family Service Center (FSC) was mandated by the Commandant NSAW to provide a comprehensive indoctrination program for all Naval personnel relocating to any NSAW command. The Smart Start program is the realization of this indoctrination program.

ATTACHMENTS:

1. Smart Start Check-In Form
2. Smart Start Sign-In Sheet
3. Smart Start Check-In Critiques
4. Smart Start Overall Evaluation

I. BACKGROUND & PURPOSE:

In a comprehensive study, it was discovered that personnel reporting to the Washington, D.C., area were not being provided with indoctrination materials and most personnel were not given an orientation brief until several weeks after their arrival; this was found to be unacceptable. The purpose of the Smart Start Program is to provide a smooth one stop check-in for naval personnel and their families relocating to the Washington metropolitan area. In order to free the members from obligations at their work stations, Smart Start has been established as the primary check-in facility. The program is designed to operate five days a week year round. This continuity provides in-bound personnel an immediate indoctrination which is designed to help relieve the confusion and stress involved in moving into the metropolitan area. This is accomplished by providing the personnel with vital information for a successful tour. Information on the immediate metropolitan area is kept on hand at the relocation site in order to provide prompt and accurate answers for new personnel. Personnel who are acquainted with the area are afforded the opportunity to tailor the program to their needs. A listing of program times may

be found on-line in the NSAW home page (www.ndw.navy.mil) or you may call (202) 433-NAVY for more information.

II. TARGET POPULATION:

The program is targeted to all personnel relocating to the Washington metropolitan area. Personnel who have been previously stationed in the area, or enlisted personnel above the rank of E-6 or officer personnel above the rank of O-3 are entitled to tailor the program to their needs. Personnel of all ranks are strongly encouraged to attend as they can become “Ambassadors” for the program and pass down vital information to junior personnel. Participation of personnel is “directed” via an ORDMOD (a modification to the service members orders indication that he/she check-in to “Smart Start” program before reporting to command).

III. PROCEDURES:

A. The Smart Start program is a service provided by the NSAW FSC. The program is designed to assist Navy personnel and their families relocating to the Washington metropolitan area. The program is overseen by the Commandant of NSAW, who has tasked the Director of the FSC to directly manage and supervise the Smart Start Program.

B. The daily operation of the Smart Start program is supervised by the NSAW FSC's Chief of Programs. The program's staff is divided into an administrative division and an operations division. Both divisions require either junior officers or senior enlisted to perform the duties of the division officer. Additional staffing is needed for a duty driver, administrative assistant, data acquisition coordinator, and presentations coordinator. If the program continues to experience further growth, additional staffing will be necessary.

IV. CONTENT:

A. Service & Pay Record Check-in

Smart Start is designed to be a one stop check-in for in-bound personnel (see Attachments 2 & 3). Four days a week a representative from the Personnel Support Detachment is on hand to process service and pay records as well as take care of travel claims, separation allowance, dislocation allowance, and variable housing allowance. Their service record check-in also involves a page 2 review. Changes can be made to page 2 during this check-in process.

B. Medical Record Check-in

The medical record check-in involves a full screening of the medical record which is often followed by medical care in order to bring the individual up to date on vaccinations and tests. If any follow-up treatment is necessary, a medical chit can be issued at this time. This process takes approximately 4 hours and includes a lecture on AIDS, STD, cholesterol, and TRICARE.

C. Dental Record Check-in

The dental record check-in involves review of the individual's dental record. If the person is found to be in a deficient dental status, a preliminary check-up can be performed at the Smart Start check-in facility.

D. Classes

Visit the NSAW web-site (www.ndw.navy.mil) for accurate class times and registration information.

- Welcome to Washington (includes video)
- Counseling Assistance Center/Navy Alcohol and Drug Safety Action Program
- Child Care
- Command Structure
- Dental Facilities
- Employment Assistance
- Financial Planning
- Legal Assistance
- Metro System Lecture
- Metro System Tour (Subway)
- Metropolitan Area System
- Metropolitan Highway System
- Metropolitan Roads/Parking/Vehicle
- Registration
- Morale Welfare Recreation (MWR)
- Navy Campus
- Family Service Center
- Navy Housing
- Navy Museum and USS BARRY Tour
- NDW Quarters
- Parking and Security
- Personal Property (household goods)
- Recreation Facilities Tour

- Red Cross
- Renting in the D.C. Metropolitan Area
- Response to Stress
- Schools, Private
- Schools, Public
- United Services Organization (USO)

V. REQUIRED MATERIALS & SUPPORT:

A. Durables

1. Instructional Facility

Given the instructional nature of the Smart Start Program, a classroom environment is required.

2. Check-in Facility

A check-in area separate from the instructional area is needed to accommodate personnel check-in during the program.

3. Administrative Requirements

a. Physical Office Facility

The administrative portion of the program requires an office space that can effectively allow the Smart Start staff to perform all the functions required to maintain the overall quality of the program. This office space should be large enough to accommodate the following personnel:

- Admin Officer
- Administrative Assistant
- Operations Officer
- Data Acquisition Coordinator

b. Storage Facility

A storage facility for the brochure library is necessary to insure the easy access to the vast information resources kept on hand by the Smart Start program. Ideally this facility needs to be readily accessible to both the Check-in Facility and Admin Office.

B. Transportation Requirements

Smart Start requires a 15 passenger van to operate the shuttle which brings people to and from the program. The van is also needed to shuttle program participants to and from the Navy Museum and Washington Navy Yard Medical Clinic in addition to

providing the Naval District Washington recreation facilities tour. Additional transportation is required to effectively provide the tour of the Washington Metropolitan area. The size of this vehicle depends on the weekly program participation.

C. Consumables

The Smart Start program makes approximately 4000 photocopies per month to provide participants information from the resource library. In addition to photocopies, Smart Start requires access to a replenished supply of general office materials (diskettes, large envelopes, pens, paper, staples, etc.).

D. Budget Summary

All funding comes from the Family Service Center OPTAR. At this time there is no specific budget allocated for the Smart Start program outside of the NFSC.

VI. MARKETING:

A. Procedures for Inviting a Command

From time to time a representative from a command will contact the Smart Start Program requesting information about joining the program. When this occurs, the following steps are taken. A sample invitation is sent to a competent authority within the command (Command Master Chief, Senior Enlisted Advisor, Administrative Officer, Military Support Office, etc.) for review. This sample invitation contains information about the Smart Start program which will help the representative authority decide if Smart Start is necessary for the command's personnel. After the competent authority has decided that Smart Start would be a good program for the command and wishes to be invited, a real invitation is sent from the Director of the FSC to the Commanding Officer of the command.

VII. QUALITY CONTROL:

A. Check-in Critiques (see Attachment 3)

The Check-in Critiques are collected on the date the participant has been completely checked into the Washington, D.C. metropolitan area. As can be seen by Attachment 7, the Check-in Critique not only covers the Smart Start check-in but also the PSD, Medical and Dental Check-in. These forms are included in the daily report and later summarized for inclusion in the monthly report.

B. Overall Evaluations (see Attachment 4)

The Overall Evaluations are collected when the participants have completed the Smart Start program. This evaluation gives the participants an opportunity to evaluate the program immediately after completing the course. This critique is included in the daily report and is summarized in the monthly report.

VII. REPORTS:

A. Monthly Report

The Administrative Officer will ensure the timely preparation of the Smart Start monthly report. The monthly report from the previous month is due on the first working Friday of the new month. The monthly report is a recap of the program attendance records and the check-ins, personnel without sponsors, daily critiques, program evaluations, check-in critiques, and brochure tallies from the previous month.

B. Weekly Report

The Administrative Officer will ensure the timely preparation of the weekly report. The weekly report is due every Monday morning to the Chief of Programs. The weekly report is a recap of all the check-ins from the previous week and includes the transportation report from the previous week.

C. Personnel without Sponsors

The Administrative Officer will ensure the timely preparation of the personnel without sponsors report. The personnel without sponsors report is sent immediately following the completion of the monthly report to the Master Chief Petty Officer of the Command for NSAW either via guard mail or hand-delivery. It is also included in the monthly report. The personnel without a sponsor is provided a listing and assigned a sponsor when they checked into Smart Start.

Attachment 1

SMART START CHECK-IN FORM

1. Name: Last: _____
First: _____

2. Rank: _____

3. Sex: ☐ Male ☐ Female

4. Local Phone Number: _____

5. Marital Status: ☐ Single ☐ Married ☐ Divorced ☐ Separated

6. Command and UIC You Are Reporting To:

7. Will Your Spouse Be Attending The Program? ☐ Yes ☐ No
If yes, is he or she interested in Spouse Employment Assistance Information? ☐ Yes ☐ No

8. Have You Previously Lived in the _____ Area? ☐ Yes ☐ No

9. In What Area Do You Want To Live? _____

10. Will You Be Renting or Purchasing a Home? _____

11. Do You Have Children? ☐ Yes ☐ No
If yes, will you require childcare to attend the program? ☐ Yes ☐ No

12. Have You Been Assigned A Sponsor? ☐ Yes ☐ No
If yes, what is his or her name and address?

Attachment 2

SMART START SIGN-IN SHEET

SMART START

DATE: _____

SIGN-IN SHEET

Name

Rank

Date Checked into
Smart Start

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Attachment 3

SMART START CHECK-IN CRITIQUE**SMART START CHECK-IN CRITIQUE**

1. Did you report to the PSD/PSA at Crystal City/Anacostia prior to coming to the Smart Start Program? ☐ Yes ☐ No

If yes, please explain:

2. Are you required to stay all 5 days of the Smart Start Program?

☐ Yes ☐ No

If no, please explain:

3. When you checked in, were you informed of the procedures for checking in? (i.e., PDS/PSA days on site; Medical, day on site; Dental, day on site; etc.

☐ Yes ☐ No

4. If you needed it, did you receive a copy of your security clearance record (DD-5520) from PSD? ☐ Yes ☐ No

5. Were you treated promptly and courteously by PSD/PSA? ☐ Yes ☐ No

6. Were you treated promptly and courteously by medical? ☐ Yes ☐ No

7. Were you treated promptly and courteously by dental? ☐ Yes ☐ No

8. Were you treated courteously by the Smart Start staff? ☐ Yes ☐ No

9. Please provide us with any comments or suggestions you may have concerning the Smart Start administration check-in process:

Attachment 4

SMART START EVALUATION FORM

Were you treated promptly and courteously? ☐ Yes ☐ No

Were questions answered to your satisfaction? ☐ Yes ☐ No

If no, please explain:

Were the printed materials you received sufficient? ☐ Yes ☐ No

If no, please explain:

Was the Smart Start Program conveniently located? ☐ Yes ☐ No

If no, please explain:

Do you feel Smart Start helped to make your move less stressful? ☐ Yes ☐ No

If no, please explain:

How would you rate the program overall?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Do you have any suggestions for improving the Smart Start Program?

4.2.3 RELOCATION ASSISTANCE UNIT SOP

Family Service Center
Standard Operating Procedure

TITLE: Household Goods Rental

DATE: January 1999

REFERENCES:

- A. OPNAVINST 1754.1A
- B. 10 USC 1056

ATTACHMENTS:

- 1. Delinquent Form Letter #1
- 2. Delinquent Form Letter #2
- 3. Delinquent Form Letter #3

PURPOSE:

The primary purpose of the Relocation Assistance Unit (RAU) is to loan basic household items and hospitality kits to personnel under permanent change of station (PCS) orders. Specifically those arriving in the area in advance of their household items or who are departing the area after their household items have been shipped.

TARGET POPULATION: The RAU serves all active duty personnel and their family member's in the Hampton Roads area.

PROGRAM OBJECTIVES: To provide basic household items for loan to inbound and outbound personnel and their family members.

QOLMIS ENTRY CATEGORY: The total number of new contracts each month is entered into QOLMIS on the I&R work counts sheet.

Little Creek Specific Standard Operating Procedure Items:

PROCEDURES:

A. Administration

1. RAU will be staffed as follows:
 - a. The Relocation Associate is the primary point of contact, and manages the procedures described herein.
 - b. The Relocation Specialist will service RAU clients on her regular intake days.
 - c. There are several other positions cross trained to do RAU. Please see cross trained.
2. RAU shall be staffed during NFSC normal hours of operation: 0800-1630, Monday through Friday, closed Saturday, Sunday, and Holidays.
3. Customer Service:
 - a. All personnel entering RAU will be serviced with utmost courtesy and respect, regardless of rank/rate or status.
 - b. The Relocation Intake Counselor will be the first point of contact to provide RAU services to clients wishing to borrow or return items. If the Relocation Intake Counselor is unavailable to assist RAU clients within a reasonable time.
 - c. Complaints or misunderstandings of any nature shall be referred to the Relocation Specialist and documented with resolutions and/or recommendations, as per the contract and forwarded to the FSC Director.
4. Terms of Loan:
 - a. Articles may be checked out to clients on PCS orders only for an initial period of two weeks. If more time is required, the client may obtain additional two-week extensions by contacting the Relocation Specialist, either in person or by phone, on or before the due date. Extensions will be granted to a maximum of 60 days. Loans of more than 60 days will be considered on a case-by-case basis.
 - b. All items can be loaned to non-relocating personnel who have extenuating circumstances (i.e., infant car seat to bring early deliveries home from the hospital, disasters in homes where things are destroyed, family members

visiting for emergency reasons, etc.). Non-emergency personnel wishing to borrow items will be referred to Lake Bradford Rental Center in Building 3022.

- c. Hospitality Kits. (includes dishes, pots and pans, cooking utensils, and silverware.)

- 1) Both the RAU issuing agent and the client will personally sight each article in the kit as it is recorded on the RAU rental agreement form. The issuing agent and client will sign contract.

- 2) Partial hospitality kits will not be checked out.

- 3) Hospitality kit items will be returned in clean condition. If returned dirty, the client will be required to clean the dirty items or pay replacement fees.

5. Check-out Procedures:

- a. Make sure clients are under PCS orders.

- 1) Clients must show their ID cards and provide a copy of their PCS orders prior to borrowing. PCS orders will be attached to the contract.

- 2) If ID card expires before the contract due date, all items must be returned 2 weeks prior to that date. If items are not returned, Personnel Support Detachment (PSD) will be notified immediately to stop the service member's check-out process until all items are returned.

- b. Explain terms of loan. Emphasize that replacement fees will be assessed if items loaned are lost/damaged beyond reasonable use or are not returned. Explain the delinquent letter policy. Which is:

- 1) Service member will receive first delinquent letter from the Relocation Associate 1 week after due date, Attachment (1).

- 2) Service member will receive second delinquent letter from the Relocation Associate 2 weeks after the first letter is sent, Attachment (2).

- 3) Service member's Commanding Officer will receive the third delinquent letter from the Director of Navy Family Service Center two weeks after second letter is sent, Attachment (3).
- c. Complete the check-out form on the RAU contract.
- d. Have client read and sign the RAU contract. Give client carbon copy.
- e. Paper work will be processed as follows:
 - 1) Attach the copy of the PCS orders to the original contract.
 - 2) Record the required information in the Contract Number Control Log.
 - 3) Record client's last name in the appointment book under the due date.
 - 4) File the contract in the active account file.
6. Delinquent Accounts:
 - a. An account becomes delinquent when items are not returned by 1630 on the due date.
 - b. Delinquent accounts will be removed from the active account file on the next regular working day and processed as follows:
 - 1) If the customer has a telephone, and attempt will be made to call him/her to advise that the account is overdue. If no telephone number is available, the customer will be notified in writing using the appropriate form letter. A copy of all letter sent will be attached to the original contract for verification purposes. Letters will normally be mailed as follows:
 - a) Delinquent Form 1, Attachment (1). To local home address within one week after due date.
 - b) Delinquent Form 2, Attachment (2). Will be mailed to local home address two weeks after the first letter is sent, in no response has been made to the first letter.

- c) Delinquent Form 3, Attachment (3). To the service member's Commanding Officer, approximately two weeks after Form 2, if no response has been made to the second letter.
 - d) Delinquent account form letters are examples only and may be modified to fit the individual situation.
 - e) Form letter 3 with enclosures will be submitted via the chain of command to the Director for editing and approval prior to the final letter being typed.
- c. Overdue accounts will be submitted along with a Survey Report, to the Director for further action if form letter 3 is not responded to within 2 weeks or 30 days of the member is deployed.

7. Return/Close-Out Procedures:

- a. Items returned will be compared against the office copy of the RAU contract. All items listed under the "Loaned" column on the contract have been issued in good condition, unless specifically noted on the contract. The client will be held accountable for the return and condition of all items listed as issued.
- b. The Relocation Specialist and the client will personally sight each item recorded under the "Return" column of the RAU contract.
- c. The Relocation Specialist will inspect all equipment when returned for damaged or missing items.
 - 1) Hospitality Kits will be inspected and certified for completeness.
 - 2) Incomplete kits will be made-up as soon as possible. Complete kits will be placed in designated area for issue.
- d. Replacement Charges:
 - 1) Any item lost or damaged beyond serviceability will be charged at the "COST PRICE" for that item providing the loss or damage is clearly the fault of the customer.

- 2) Only personal checks or money orders will be accepted as payment. Checks or money orders will be made payable to the U.S. Treasury.
 - 3) A Survey Report shall be completed and forwarded, along with the check or money order, to the Director. A copy of the check or money order and the Survey Report will be kept by the Relocation Specialist to include in the annual Inventory Report.
 - 4) In the case of damaged articles for which replacement costs are assessed, the articles will be removed immediately from RAU and a Survey Report completed and processed as noted above.
 - 5) Should the client be unprepared to pay replacement costs at the time of return, the account will be held open in the active account file for one week, allowing sufficient time for the client to make payment or return missing items. If the account has not been settled after the one week period, the account shall be treated as a delinquent account.
- e. Once all items are returned or replacement costs have been paid, the account is considered closed. Paperwork is processed as follows:
- 1) The Relocation Specialist will fill out the closing portion of the contract by recording his/her name and the return date. He/she will also indicate on the contract if any money was received and the amount.
 - 2) The account is recorded as closed in the Contract Number Control Log.
 - 3) The file is placed in the closed account file in the month in which it is closed. The closed account files will be kept for a period of two years.

A. Inventory Maintenance:

1. Inventory:

- a. The Relocation Specialist will conduct a complete physical inventory:
 - 1) Once a year.

- 2) Immediately after evidence of forced entry is detected.
 - 3) As directed by the FSC Director.
- b. Inventory procedures will be conducted as follows:
- 1) Complete an actual count of items found to be in stock in the RAU shed on the inventory date.
 - 2) Add to those figures the items checked-out by clients listed in the Active and Delinquent Accounts files.
 - 3) Subtract any items for which a Survey Report was completed during the year.
 - 4) Add any purchases that were made during the year.
 - 5) Note all other changes or discrepancies to the inventory counter.
 - 6) Total all figures and record on Inventory Report form.
- c. The Inventory Report along with any relative Survey Report attachments will be submitted, via the chain of command, to the Director on an annual basis.
2. Survey:
- a. All inventoried articles declared non-serviceable, in excess, or lost/damaged by the client, must be surveyed utilizing a Survey Report Form.
 - b. Surveys will be conducted by the Relocation Specialist and submitted to the NFSC Director for approval. Approval by the Director constitutes authority for the Relocation Specialist to adjust the inventory.
3. Purchase requests for RAU replacement or supplemental equipment will be made via the chain of command on the NFSC Supply Request form.

QUALITY CONTROL:

- A. A physical inventory of RAU equipment, will be conducted annually in accordance with this SOP and submitted to the NFSC Director.
- B. This SOP will be updated annually.
- C. This program is not a duplicate of services already available in the community.

REQUIRED MATERIALS:

- 1. Lending Locker Flyer/Replacement Price List
- 2. RAU Contract
- 3. Delinquent Form Letter 1
- 4. Delinquent Form Letter 2
- 5. Delinquent Form Letter 3
- 6. Contract Number Control Log
- 7. RAU Survey Report
- 8. RAU Inventory
- 9. Supply Request

Attachment 1

Delinquency Letter #1

DEPARTMENT OF THE NAVY
NAVY FAMILY SERVICE CENTER

From: Director, Navy Family Service Center

To: -----

Subj: DELINQUENT PAYMENT FOR RENTAL OF HOUSEHOLD ITEMS

1. On 199 , you received, under contract number , various household items from the Relocation Assistance Unit. The items were checked out for a two-week period, extendable to a maximum of 60 days. You have not returned the rental items and have failed to contact this office to renew your contract. Therefore, your account is now overdue and incurring late charges of \$ each working day, in addition to the normal rental fees.

2. You are requested to immediately return all rental items and settle your account so that we may clear our records. If there are unusual circumstances precluding the immediate return of these items, please contact us as soon as possible and explain the situation. We may be reached at _____. Your prompt attention to this matter will be appreciated.

Attachment 2

Delinquency Letter #2

DEPARTMENT OF THE NAVY
NAVY FAMILY SERVICE CENTER

From: Director, Navy Family Service Center

To: -----

Subj: DELINQUENT PAYMENT FOR RENTAL OF HOUSEHOLD ITEMS

1. On 199 , your spouse checked out, under contract number , various household items from the Relocation Assistance Unit. Our letter of ,199 advised that your account was overdue and requested the immediate return of all items. You have failed to respond to this request. Please be advised that:

- a. The equipment checked out by your spouse is property of the United States government.
- b. Failure to return this equipment is a charge subject to prosecution under the Uniform Code of Military justice or by a United States attorney.

2. This is our final "informal" attempt to retrieve this equipment and settle this account. Further disregarding your obligation will result in a formal request to your Command Officer. We may be reached at _____. Your prompt attention to this matter is urgently requested.

Attachment 3
Delinquency Letter

DEPARTMENT OF THE NAVY
NAVY FAMILY SERVICE CENTER

From: Director, Navy Family Service Center
To: Commanding Officer

Subj: DELINQUENCY AND INDEBTEDNESS

Encl: (1) Copy of check-out form, with chronology of account activity
(2) Copy of letter of _____ to subject member

1. On _____ 199 , _____ checked out various household items from the Relocation Assistance Unit (all of which are government property). Enclosure (1) is a copy of the check-out form, including a chronology of account activity. Enclosure (2) is a copy of the letter sent to the member. This member has not returned the items nor contacted the center to explain the reason for the delay in returning the items.

2. The Relocation Assistance Unit is financially self-sustaining in providing this service to Navy and Marine Corps personnel and their dependents. Abuse such as this by jeopardizes this service and deprives other deserving shipmates of its benefits.

3. In order to continue to provide the best quality service, we request your assistance in settling this account.

4.2.4 HOME FINDING SERVICES

One of the most challenging stages during relocation is the process of locating adequate, affordable housing (both temporary and permanent). This stage is demanding for even the most resilient Navy service member and his family. However, the RAP at your installation can be of great service to relocating personnel by helping members locate housing in the civilian community. Assisting service members here means that you must work closely and in concert with the Housing Referral Office at your installation.

4.2.4.1 TEMPORARY HOUSING

An ideal solution to the problem of locating affordable, adequate temporary housing is the Navy Lodge. There are 40 Navy Lodge locations in the United States and overseas. Navy Lodges vary in size and offer motel-type facilities at \$40 to \$52 per night for the entire family. All profits earned remain in the Navy Lodge program and are used for renovation, expansion and construction of additional units.

The Navy Lodge mission is to provide military personnel, accompanied by their dependents under permanent change of station orders, with clean, comfortable, temporary lodging facilities while they are in the process of acquiring a permanent residence. At the Navy Lodges located at the Naval Hospital Bethesda, Md., priority accommodations are given to members of the immediate family of inpatients who are seriously or critically ill and to sponsors of children who are undergoing or convalescing from serious surgery.

Other categories of authorized personnel who may use Navy Lodge facilities are listed in OPNAVINST 11107.2 series. Some of these include: non-PCS active-duty military and their dependents; retired military and their dependents; Department of Defense civilian employees and their dependents assigned to overseas areas for duty who are temporarily without permanent housing, and official guest/visitors of the installation, as determined by the commanding officer.

A Navy Lodge central reservation office has been established to assist military families in obtaining accommodations. To make a reservation for a Navy Lodge in the United States, call toll-free 1-800-NAVY-INN or DSN 942-5173. Additional Navy Lodge information may be accessed on-line at the Navy Exchange Service Command World Wide Web site (www.navy-nex.com).

If the Navy Lodge at your installation does not currently have space available for the client you are working with, you can assist the service member in calling to local

hotels/motels in close proximity to the base. Encourage him or her to call several and ask for information on long-term stays and military rates. Due to conflict of interest, be sure that you are not directing clients to one sole business, but rather, refer to (three) establishments that can meet their needs

4.2.4.2 HOUSING REFERRAL

The Housing Referral Office (HRO) is the first stop that a service member must make when looking for housing. The HRO can assist the service member in applying for government quarters (if the service member has not done so prior to PCS move). The HRO can also inform the service member of the average waiting period to obtain government housing. If government quarters are not available, the HRO can also help members find a place to live in the civilian community.

The HRO can ease the trauma that sometimes is associated with moving to a new area. Among the services offered by the HRO to help relocating personnel are

- Maintaining non-discriminatory rental and sales listing for housing within commuting distance of the installation.
- Assisting in determining the vacancy/availability of specific units before the service member leaves the office.
- Investigating all complaints of discrimination.
- Maintaining a restricted sanction list of all landlords/housing complexes practicing discrimination.
- Acting as a mediator in tenant/landlord disputes when requested.

The HRO is available to all Navy members and can save the service member time and money as well as reduce some of the stress of relocation.

4.2.4.3 RENTAL INFORMATION

Though the HRO is the primary service provider to assist relocating personnel in locating a home in the community, the FSC should work in concert with this agency and also be available as a resource to provide general information to relocating personnel.

General information the RAP staff should be aware of regarding rentals include:

- * Application for A Lease

When the service member has found the place he or she wants, he or she may be asked to sign an application for a lease and to pay a deposit. This document is not the actual lease. So before the member signs it make sure it includes a statement indicating the money deposited to hold the unit will be refunded if the unit does not become available within a stated time limit. Make sure the service member asks for a receipt and copy of the application.

*** Lease**

The lease itself is a contract that defines the rights and obligations of both the landlord and tenant. When signing a lease, you are legally bound to observe its terms. Inform the client to not take the rental agent's word that it is just a standard form. Encourage him or her to read it over, make sure it's understood, and consult the HRO or legal assistance officer if there are any questions. Military personnel have special situations and leases should be written to protect their interests as well as those of the landlord.

Most leases are for 12 months, but if the member can't stay for the entire term, he or she may exercise the military clause. However, he or she still may be required to give a proper vacate notice, usually 30 days. In any case, any payments that would be required to make for early termination should be spelled out in the lease.

*** Security Deposits**

Before the member moves in, he or she may be asked to pay a security deposit that usually is equal to one month's rent. The deposit is to cover the cost of any repairs the member may be responsible for when he or she vacates. If the member vacates the apartment or house in good shape, so that no repairs are necessary, his or her deposit should be returned. Inform the client to be sure to keep the receipt for his or her security deposit or, if paid by check, be sure to note on the face of the check, "security deposit."

*** Military Clause**

Every military tenant should insist that a military clause be included in the lease. This clause generally states that the member can terminate the lease if PCS orders are received. The clause does not usually allow the termination of the lease just because on-base housing becomes available. There is no standard military clause. The wording is a matter of negotiation between the member and his prospective landlord.

*** Affordability for Service Member**

One role of the RAP staff is assisting clients in locating housing can be assisting them in the preparations of a budget which determines how much housing cost the service member can afford in relation to other financial commitments.

* General

Laws and customs regarding the landlord tenants relationship vary widely from state to state. The RAP staff should work closely with the legal assistance office and the HRO to ensure that the most current, accurate information in the local housing market and landlord/tenant relationships is imparted to the clients that the RAP serves.

4.2.4.3.1 APARTMENT/HOME INSPECTION CHECKLIST

Apartment/Home Inspection Checklist

Under law, you have a right to a clean, safe home. So before you sign a lease, inspect the apartment or home carefully. This checklist tells you what to look for. Carry two copies with you as you inspect an apartment or house and check all items that need to be corrected. Then ask the landlord to state in writing that he or she will make the repairs by a date you both agree to.. REMEMBER: A verbal agreement is difficult to enforce!

EMPTY ROOMS SEEM LARGER THAN THEY REALLY ARE!! MEASURE FOR YOUR FURNITURE.

OK	Needs Repair	The Building in General
<input type="checkbox"/>	<input type="checkbox"/>	Halls, stairs, and doorways: well lit and uncluttered for easy exit? Are steps or handrails broken? Fire exits marked?
<input type="checkbox"/>	<input type="checkbox"/>	Garbage disposal? Is it nearby and kept clean?
<input type="checkbox"/>	<input type="checkbox"/>	Fire alarm or warning system working?
<input type="checkbox"/>	<input type="checkbox"/>	Laundry facilities? Are they in the building? Do they work?
<input type="checkbox"/>	<input type="checkbox"/>	Mailboxes: Are they locked and in good repair?
<input type="checkbox"/>	<input type="checkbox"/>	Maintenance service? Is it regular? What about evenings, weekends, and holidays?
		KITCHEN
<input type="checkbox"/>	<input type="checkbox"/>	Sink: Is it clean? Is drain stopped up? Run water to test.
<input type="checkbox"/>	<input type="checkbox"/>	If sink has garbage disposal, is it working properly/
<input type="checkbox"/>	<input type="checkbox"/>	Oven and stove: Are they clean and working properly?
<input type="checkbox"/>	<input type="checkbox"/>	Refrigerator: Is it clean and working properly?
		BEDROOMS
<input type="checkbox"/>	<input type="checkbox"/>	Are windows well-placed in case of fire for easy escape?
<input type="checkbox"/>	<input type="checkbox"/>	Are screen frames in children's rooms secure to prevent falls?
		BATHROOMS
<input type="checkbox"/>	<input type="checkbox"/>	Is water pressure high enough? Flush toilet to test.
<input type="checkbox"/>	<input type="checkbox"/>	Is there enough hot water? Run hot water tap to test.
<input type="checkbox"/>	<input type="checkbox"/>	Do fixtures leak? Check for yellowish stain around faucets; check under sink and behind toilet.
<input type="checkbox"/>	<input type="checkbox"/>	Are drains stopped up?

<input type="checkbox"/>	<input type="checkbox"/>	Does a windowless bathroom have an exhaust fan?
<input type="checkbox"/>	<input type="checkbox"/>	Are any tiles missing? How about towel racks? Are they loose?
HEAT AND AIR CONDITIONING		
<input type="checkbox"/>	<input type="checkbox"/>	If window units, check for noise, working order, how cool each one is, and if there are signs of leaks under each unit.
<input type="checkbox"/>	<input type="checkbox"/>	If centrally heated or air conditioned, is there a thermostat within the apartment? Does it work properly?
DOORS		
<input type="checkbox"/>	<input type="checkbox"/>	Can you unlock all doors between rooms easily enough from the outside in case of emergency? Do all locks work well, without jamming?
<input type="checkbox"/>	<input type="checkbox"/>	Were all keys returned by the previous tenant? If not, were the locks changed?
WINDOWS		
<input type="checkbox"/>	<input type="checkbox"/>	Are any windows broken?
<input type="checkbox"/>	<input type="checkbox"/>	Do all windows have screens in good condition?
<input type="checkbox"/>	<input type="checkbox"/>	Are there storm windows, blinds, or shades? All in good shape?
FLOORS, CEILINGS, AND WALLS		
<input type="checkbox"/>	<input type="checkbox"/>	Flooring: Is it clean? Good shape? Note any stains, burns, flaws.
<input type="checkbox"/>	<input type="checkbox"/>	Is plaster cracked?
<input type="checkbox"/>	<input type="checkbox"/>	Is paint peeling? Does the paint contain any lead? (If so, it must be removed; it is against the law.)
<input type="checkbox"/>	<input type="checkbox"/>	Any signs of leaks, such as water stains or warped floors?
WIRING		
<input type="checkbox"/>	<input type="checkbox"/>	Electric outlets: At least two in every room and three in the kitchen?
<input type="checkbox"/>	<input type="checkbox"/>	Wall switches: Do they work?
<input type="checkbox"/>	<input type="checkbox"/>	Is lighting adequate?

TENANT

Date

LANDLORD OR AGENT

Date

Provided by Family Service Center

4.2.4.4 HOMEBUYERS PROGRAM

Family Services Center
Standard Operating Procedure

TITLE: Home Buyers School

DATE: January 1999

REFERENCES:

- a. SECNAVINST 1754.1A
- b. 10 USC 1056

ATTACHMENTS:

- 1. Proposed Schedule
- 2. Sample Press Release
- 3. Quality Control Observation Checklist
- 4. Time Line Checklist for Smooth Move Program

I. BACKGROUND & PURPOSE:

Reference (b), 10 USC 1056, calls for home funding services designed to assist the service member in locating adequate, affordable housing. The purpose of this workshop is to ease the distress and frustration associated with buying a home. It is designed as a 3-hour program to be presented in the evening.

II. TARGET POPULATION:

All military personnel and their family members that desire information associated with buying a home. The workshop may be targeted to both personnel who are reporting to the local installation or preparing for relocation (as they may decide to purchase at their new duty station).

III. PROCEDURES:

This program may be offered monthly at Navy Family Service Center (NFSC) with the assistance of the local builders association (if one is available in your region). Each presenter is responsible for their content. Handouts are developed by NFSC staff to encourage a consistent "look".

A. Two months prior to program offering, the RAP staff will:

1. Generate a proposed schedule. See Attachment 1.
2. Make initial contact with the local builders association.
3. Update and submit press releases for approval. See Attachment 2.
4. Prepare and submit request for program flyers.
5. Arrange for location.

B. Five weeks prior to program.

1. Distribute flyers to:
 - a. Base headquarters for distribution
 - b. Base Chapel
 - c. Commissary
 - d. Personal Property and Shipping Office
 - e. Medical and Dental Clinic
 - f. Housing Referral Office
 - g. Ombudsman Assembly Meeting
 - h. Personnel Support Detachment

C. One week prior to program offering, the coordinator will:

1. Contact speakers to ensure no conflicts, and as a reminder to them to bring handouts.

D. Program Date:

1. Ensure space is presentable.
2. Introduce guest speakers and monitor program.
3. Distribute and collect program evaluations using NFSC program evaluation forms.
4. Evaluate the guest speakers.

IV. CONTENT:

A. Real Estate Agent: (1 hour)

1. Presenter discusses the advantage of home ownership and how to make the decision to buy a home.

B. Mortgage Loan Officer: (1 hour)

1. Presenter discusses how to finance a home and qualifying for a home mortgage loan.

C. Real Estate Attorney: (1 hour)

1. Presenter discusses the legal considerations of buying a home including contracts, titles, etc.

V. REQUIRED MATERIALS:

A. Chalk Board.

B. NFSC will provide audio/video aids as required by the presenters.

VI. MARKETING:

A. The NFSC staff will prepare and print Home Buyers School flyers two months prior to school. Some will be available for programs and other will be distributed in accordance with paragraph III, B.

B. Submit press release for approval by the RAP specialist and FSC Director. This must be prepared at least two months prior to each Home Buyers School. See Attachment 2.

VII. QUALITY CONTROL:

A. NFSC Participant Evaluation Form. The attendees are asked to evaluate the presentations and submit the forms prior to leaving. Evaluation forms will be reviewed by the RAP specialist(s) and FSC Director. The evaluations will be utilized to update and enhance subsequent programs.

B. Quality Control Observation Checklist will be used by the RAP staff coordinating the program to evaluate each presenter. This will be submitted to each presenter with the attendees' evaluations. See Attachment 3.

C. Due to the technical expertise needed to present this program, it is necessary to co-sponsor the program with another agency (such as a local builders association). This type of co-sponsorship can ensure the FSC program participants are exposed to the best information that is available while also ensuring that RAP staff do not need to solicit for services. At no time are presenters allowed to solicit to participants for business. RAP staff observe and monitor programs to prevent this practice.

D. This SOP will be updated annually.

VII. REPORTS:

The presentation of this program and the number of attendees will be included in accordance with the centers reporting requirements.

Attachment 2

PRESS RELEASE

Release Date: For immediate release

Point of Contact:

Attention: Military News Editor

Do you dream of owning your own home? Navy Family Service Center, is sponsoring Home Buyer's School to help you learn how to become a homeowner. This free workshop will provide practical information about various factors that need to be considered before buying a home. The instructors are professional volunteers from the _____. A real estate agent, mortgage broker, and lawyer will discuss the home buying process. The following topics will be included: advantage of buying a home, sales contracts, financing options, home protection plan, and title insurance. The workshop will be held _____ from _____ at _____. Call _____ to register. Deadline for registration is _____.

Attachment 3

QUALITY CONTROL OBSERVATION CHECKLIST

Program Observed: _____

Observer: _____

Date Observed: _____

Instructor's Name: _____

- | | | |
|--|-----|----|
| 1. Program content remains current? | yes | no |
| 2. Content was understandable to audience? | yes | no |
| 3. Audience was responsive to presentation? | yes | no |
| 4. Instructor was aware and respectful of not soliciting NFSC clients? | yes | no |
| 5. Handouts were available? | yes | no |
| 6. Handouts were appropriate? | yes | no |
| 7. Visual aids were used? | yes | no |
| 8. Visual aids were understandable? | yes | no |
| 9. Visual aids were useful to the audience? | yes | no |
| 10. Too much ____ Not enough ____ Enough ____ information was presented. | | |
| 11. Does this program need revisions | yes | no |

RECOMMENDATIONS:

Attachment 4

HOME BUYERS SCHOOL
CHECKLIST

1. Determine date (six months in advance): _____

	DATE	CHECK
2. Arrange location (3 months in advance)	_____	_____
3. Generate a proposed schedule (3 months in advance)	_____	_____
4. Make contact with local builders association for presenters (2 months in advance)	_____	_____
5. Prepare and submit request for program flyers (3 months in advance)	_____	_____
6. Update and submit press release for approval (2 months in advance)	_____	_____
7. Distribute Flyers (4-6 weeks in advance)	_____	_____
8. Confirm presenters and handouts. (1 week in advance)	_____	_____
9. Confirm location (1 week in advance)	_____	_____
10. Ensure space is presentable	_____	_____
11. Call Pass Office to sponsor presenting on base if needed.	_____	_____

4.2.5 HOMEPORT CHANGE PROGRAM

Family Service Center
Standard Operating Procedure

TITLE: Homeport Change Program

DATE: January 1999

REFERENCES:

- a. OPNAVINST 1754.1A
- b. SECNAVISNT 1754.1
- c. 10 USC 1056

ATTACHMENTS:

1. none

I. BACKGROUND & PURPOSE:

SECNAVINST 1754.1 states that programs and services on relocation and mobile lifestyle issues will be developed, offered and implemented by the FSC as often as required by the needs of the local community. The Homeport Change Program is a very flexible program and can range in length from 30 minutes to several hours, depending on audience participation and the particular interests of the command. It may outline specific programs and services (i.e., focus on RAP services) or be a general brief of the entire area that the personnel are relocating to with the command. It can stand alone as a single brief or be used in conjunction with other briefings, such as: Smooth Move, the Shipyard Experience, NFSC brief, or any other program geared toward personnel new to the area.

II. TARGET POPULATION:

The briefing is designed for any command that is changing home port to the local area, or for basic indoctrination of newly assigned personnel to any local area command. The program can also be targeted to Pre-Commissioning units (PCUs) whose ships will be stationed at the installation upon commissioning.

III. PROCEDURES:

A request will be made to Director, FSC to have the FSC RAP specialist provide a briefing. The request should come from key leadership personnel of the identified

command (i.e., CO, XO, CMC) as full command support is requested to ensure the programs success. At that time, a date, time and place can be agreed upon by the command and FSC. Travel arrangements will be made at the host command's expense. If possible, fax or mail as much material for the brief to the host command ahead of time ensuring they have sufficient time to copy the materials for distribution to their personnel prior to RAP staff's arrival.

A. The program is in a basic outline format and can be adjusted to meet specific needs as situations arise. Research on the specific command area requested is necessary prior to each program presentation. It can be presented in lecture format, question and answer format, or adapted to CCTV.

B. Collaboration with other agencies serving relocating personnel is a key to the program's success. Contact Housing Referral Office (HRO) for information. If possible, co-sponsor the program with the HRO or other agency.

IV. CONTENT:

Items to consider prior to presentation of this material:

- What is the command interested in?
- What is the audience interested in?
- What is the make-up of the audience? (i.e., single sailor, single parent, married, ages of their children)
- What is important to the command and what is not?
- When is the homeport change taking place?
- What has been crew's reaction to homeport change?
- How much notice has crew had regarding homeport change?

Answers will enable the presenter to identify those items that need to be explained and those that can be skimmed over briefly.

A. Briefing Outline: Relocation briefing sample

1. Introduction
2. General orientation
3. Population of local area
4. Military Facilities
5. Cost of living
6. Vehicle registration

7. Area public schools
8. Childcare
9. Adult education
10. Shopping
11. NFSC (programs/services)
12. Materials to take
13. Emotional Aspects of Relocation (see Section 4.3.2.1.2 Emotional Cycles of Relocation)

V. REQUIRED MATERIALS:

- A. Area Map (for visual display purposes)
- B. Sample Welcome Aboard package to show the audience. Arrangements can be made to have welcome aboard packages delivered on a routine basis to accommodate as many personnel as possible prior to movement of the command.

VI. MARKETING:

- A. Mail or fax program flyers for posting in strategic areas around the command.
- B. Recommend POD notes prior to RAP staff's arrival.
- C. Arrange for announcement over the 1MC or the PA system.

VII. QUALITY CONTROL:

- A. NFSC Participant Evaluation Form. If presentation is before an audience, the attendees are asked to evaluate the presentation and submit the forms after the Homeport Change Program. Evaluation forms will be reviewed by the presenter and the presenter's supervisor.
- B. Presenter Self-Evaluation Form. Presenter will evaluate his/her own performance and route for the supervisor's review.
- C. Point of Contact Evaluation Form. If the program is administered on CCTV or before large groups, a POC evaluation will be used to receive the command's evaluation
- D. Supervisory level observation of this program required once annually.
- E. This program is not a duplication of a service already available in the community.
- F. This SOP will be updated annually.

VII. REPORTS:

The presentation of this briefing and the number of attendees will be reported in accordance to local FSC reporting requirements. Travel reports and travel claims are also submitted in accordance with local FSC requirements.

4.2.6 OCONUS SERVICES

Overseas duty can enhance or detract from the Navy's mission effectiveness. Service members who adjust smoothly to their new overseas station are likely to perform at a high level of excellence and to be ready for all operational demands. Further, they and their families will make exemplary ambassadors for the Navy and the United States in those countries in which the Navy is operating. Satisfaction with the overseas tour also means fewer disruptions in the work schedule and fewer costly early returns. There are also long-term gains—it is well-established that people serving overseas develop a world-mindedness, breadth of perspective, and self-confidence that make them better sailors and enhance their capacity to excel.

Certain factors contribute to the likelihood of a successful overseas tour:

- Positive and realistic expectations and attitudes about the upcoming overseas duty.
- Positive first impressions of the host country.
- Availability of the knowledge and skills needed to accomplish a smooth adjustment and to interact with the new culture.
- A sense of personal responsibility for the outcome of the tour.
- Continued interaction with the new culture.
- The happiness of the family with life overseas. Some experts now see this as the most important factor in determining attitude to the overseas tour and possibly to the Navy as a career.

Adequate preparation and orientation to all aspects of overseas life can do much to create these optimal conditions that ensure a rewarding and satisfying overseas experience. Preparation and practice can be provided through

- Current, relevant information workshops.
- Individual support and counseling.
- Provision of opportunities for intercultural involvement.
- Classes relating to crosscultural issues and skills training.

Support services are best offered to meet the particular needs of service members and families at specific stages in the overseas tour cycle, with emphasis on transition points. As with all RAP services, the RAP specialist(s) must coordinate and collaborate with other agencies assisting relocating personnel. With personnel who have transferred OCONUS, the Overseas Duty Support Program is a vital resource to provide programs,

services, and support. The RAP staff should coordinate with the ODSP coordinator at the local installation to ensure non-duplication of efforts.

4.2.6.1 ORIENTATION TO OVERSEAS LIVING

Family Service Center
Standard Operating Procedure

TITLE: Orientation to Overseas Living

DATE: January 1999

REFERENCES:

- a. SECNAVINST 1754.1A
- b. Overseas Diplomacy (NAVPERS 15913)

ATTACHMENTS:

1. Orientation to Overseas Living Activity: "Twenty Questions"

I. BACKGROUND & PURPOSE:

Orientation to Overseas Living should smooth the transition into the new culture, lessen culture shock and reduce its impact on performance and emotional well-being. Immediate Orientation to Overseas Living has been proven extremely effective in lessening the severity and duration of culture shock, and hastening adjustment.

The goals of this program are:

1. To provide a good learning environment conducive to active participation and assumption of responsibility by participants.
2. To provide comprehensive, relevant information on the services, facilities and regulations of the base.
3. To communicate the concept of culture and cultural differences in general and as it applies to participants.
4. To begin development intercultural skills in the areas of coping/adjustment, communications (verbal and non-verbal), and interaction with the host country.
5. To provide detailed information on the host country and culture.
6. To have participants develop personal action plans for managing their tour.
7. To provide opportunities for participant evaluation of the orientation.

II. TARGET POPULATION:

Orientation to Overseas Living should be mandatory for all newly arrived Navy members and is very strongly recommended for families at major bases overseas. The program may be co-sponsored with ODSP.

III. PROCEDURES:

A. Incoming service members and their families should attend the orientation session within three weeks of arrival at the outside. A five-day course is considered optimal; the first day is for getting acquainted and for the area indoctrination; the next three days is for classroom intercultural training; and the last day is for the field trip and debriefing, evaluation, and closure. Three-day packages are also available. Shorter sessions are not recommended.

B. The frequency with which the sessions are presented varies from base to base depending on the flow of new arrivals and the presenting command's resources. Some bases hold sessions four times a month, others once a month.

C. There is no optimal number of participants; they range from 1 to 35. However, there are advantages to having at least (eight) people for purposes of good group discussions, practice exercises and role-playing, while classes of over 30 do not permit sufficient individualized attention. Typically, participants are a diverse group, including active duty members of varying ranks, spouses, children and civilian employees, some of whom are Americans, some foreign nationals, some overseas novices, and some veterans. As noted, in some cases it may be appropriate to put together sessions for specific groups, such as teens. An important task of the facilitator is to track the names of all incoming personnel and families and U.S. civilian employees to notify them of the program.

D. A range of techniques and mechanisms is used in presenting the material and conducting the training. This approach offers variety and accommodates the different learning styles of participants. As a rule, however, the most effective adult learning occurs through active participation. Although lecture-type presentations are sometimes necessary, to the extent possible group discussions, role-playing, practice exercises, and the like should be used. Where lectures are necessary, they can be enlivened by posters, slides or other visual aids. Adult learning should emphasize issue identification and problem solving, rather than memorization. Finally, time should always be available for questions.

E. Another maxim for the orientation session approach is to encourage participants to take responsibility for their own tour and its outcome. The session should be presented as just a first step that participants should build on themselves throughout their tour. Participatory exercises and the field trip are designed in part with that goal in mind.

F. The evaluation on the orientation session itself should be conducted at the end of the session right before or after closure. The long-term impact evaluation should take place at the end of the tour, perhaps during the departure workshops. It is also helpful to do interim evaluations, for example, when clients come in to use the Family Service Center or at other accession points.

IV. CONTENT:

A. The orientation activity (Attachment 1) is designed to generate questions and invoke participant discussion about their host culture. The RAP staff program facilitator can provide facts about the base and immediate community. This information is familiar and frequently needed right away and can significantly reduce relocation stress. The program then emphasizes crosscultural education and training. The first segment focuses participants on themselves as individuals and then as products of U.S. culture. From that foundation, the participants can explore the issue of cultural differences and their own roles in the new culture. The capacity to develop is enhanced through the provision of crosscultural and interpersonal skills.

B. The host country orientation is the next part of the workshop. Ideally, this segment is presented by a host country citizen.

C. Following that segment and working from the base of their newly acquired knowledge, participants take a field trip, after which they are debriefed. They then prepare a personal action plan concerning objectives for their overseas tour.

In some cases it is appropriate to target the orientation to specific groups, such as for enlisted, unaccompanied personnel or teens. In addition, certain segments may be added to deal with current topics, such as terrorism.

D. A separate part of the Orientation to Overseas Living program includes an orientation to the local installation. This brief should include:

Base Indoctrination

* Services and facilities available to members and family both on and off base (including medical/dental, Chaplain Corps/religious services, Family Service Center, education, PX/commissary, motor vehicle registration and driver requirements, financial services, housing, morale, welfare and recreation facilities, Personal Support Detachment, security/terrorism, USO, fire, and career counseling). The material should include location, hours, need for appointments, documentation and the like.

* Base regulations, such as motor vehicle registration and substance abuse.

* Special topics such as terrorism. At the orientation, terrorism should be discussed in terms of what has happened in the past, what security measures to take and what steps will be taken in the event of a threat or incident.

V. MARKETING:

A. Marketing tactics include

1. WAPs
2. Base Paper
3. ODSP coordinator
4. Command Sponsor Program

VI. QUALITY CONTROL:

- A. NFSC Participant Evaluation Form. Critiques and input are then reflected in future program updates.
- B. Quality Control Observations Checklist.
- C. This SOP will be updated annually.

Attachment 1

ORIENTATION TO OVERSEAS LIVING ACTIVITY

IT'S MY MOVE:
LET'S PLAY TWENTY QUESTIONS

Here are twenty basic questions about your host country and culture. They are not intended to be an inclusive list. Many more will be suggested as you attempt to answer these. Nevertheless, when you have the answers to the following twenty, you may consider yourself well beyond the beginner stage.

Go through the list now and write down the answers to as many as you can. Return to the list periodically both as a guide and as a check on the progress of your quest for information.

1. How many people who are prominent in the affairs (politics, athletics, religion, the arts, etc.) of your host country can you name?
2. Who are the country's national heroes and heroines?
3. Can you recognize the national anthem?
4. Are other languages spoken besides the dominant language? What are the social and political implications of language usage?
5. What is the predominant religion? Is it a state religion? Have you read any of its sacred writings?
6. What are the most common forms of religious observances ceremonies? How regularly do people participate in them?
7. How do members of the predominant religion feel about other religions?
8. What are the most common forms of marriage ceremonies and celebrations?
9. What is the attitude toward divorce? Extra-marital relations? Plural marriage?

10. What is the attitude toward drinking?
11. Is the price asked for merchandise fixed or are customers expected to bargain?
How is the bargaining conducted?
12. If, as a customer, you touch or handle merchandise for sale, will the storekeeper think you are knowledgeable, inconsiderate, within your rights, completely outside your rights? Others?
13. How do people organize their daily activities? What is the normal meal schedule?
What is the normal work schedule?
14. What foods are most popular and how are they prepared?
15. What things are taboo in this society?
16. What is the usual dress for women? For men? Are slacks or shorts worn? If so, on what occasions? Do teenagers wear jeans?
17. If you are invited to dinner, should you arrive early? On time? Late? If late, how late? What is considered an appropriate "hostess gift" (if at all)?
18. How do people greet one another? Shake hands? Embrace or kiss? How do they leave one another? What does any variation from the usual greeting or leave-taking signify?
19. What are the favorite leisure and recreational activities of adults? Teenagers?
What sports are popular?
20. What are the important holidays? How is each observed?

4.2.6.2 INTERCULTURAL RELATIONS TRAINING

Intercultural Relations Training is provided to promote in-depth and varied interaction with the local culture. There is evidence that those who get the most out of overseas tours generally have had the most extensive interaction with the host country. These services are designed as follow-ons to the information and skills training provided in the overseas living orientation session.

The goals of Intercultural Relations Training is

- To develop, arrange, and publicize varied opportunities for intercultural experiences.
- To provide further educational opportunities relating to the local culture.
- To provide in-depth cross-cultural skills training.

Standard cross-cultural activities include further language training (see Section 4.3.3.4), the Cross-cultural Family Visit program, skills for living workshop, and notification about local cultural activities and events. Less traditional ones have included joint Christmas festivals, phrase-of-the-day on radio/TV, programs for special groups, question-and-answer sessions with local cultural experts, seminars on particular topics such as dating host country nationals, and get-togethers for Americans and nationals.

CROSS-CULTURAL TRAINING:

The cross-cultural training is divided into four areas: culture as a concept and what it means to an individual; cross-cultural skills and interaction; host country orientation; and a field trip.

- **Culture as a Concept.** Topics include awareness of oneself as an individual, the definition of culture, oneself as a product of a culture, culture shock in terms of contrasting values and cultural differences.
- **Cross-cultural Skills and Interaction.** Topics include perceptions and information-gathering about cultural differences, analysis of cultural differences, ability to identify one's own role in the new culture, coping and adjustment mechanisms, communications, both verbal and non-verbal, and interaction with the host culture.
- **Host Country Orientation.** The content of the host country orientation can be separated into two components: one dealing with cultural-type matters such as history, geography, politics, the economy, social structure such as family units and ethnicity, religion, customs and cultural dos and don'ts; and the second dealing with

practical matters such as basic language, money, telephone system, public and private transportation, shopping, legal issues and leisure time activities.

- **Field Trip.** The field trip pulls the previous cross-cultural segments together, in that it provides participants with first-hand experience in terms of what they have been learning and allows them to put their skills and knowledge into practice. This trip is also an excellent mechanism for breaking through the barriers that often inhibit people from getting out into the local community by affording a structured, safe and pressure-free environment. Excellent approaches to use in designing the field trip are to provide a specific task or to arrange it as a treasure hunt. An important part of the field trip is the debriefing at the end, when participants are encouraged to think about and share their experience and what they learned.

Personal Action Plans

This mechanism is used to tie the knowledge and skills gained during the orientation to the participant's future. That is, they are asked to develop a personal action plan that identifies their expectations from the tour and how they might achieve them.

4.2.6.3 MID-TOUR SLUMP PROGRAMS

The RAP can develop and implement programs designed to lessen the impact of the mid-tour slump and facilitate recovery in order to successfully complete the overseas tour.

The goals of the program are

- To alert people to the occurrence of mid-term slump and to describe its course, and
- To provide support and mechanisms to hasten recovery.

Mid-Term Slump programs involve the provision of information that explains the phenomenon and assures people of its normalcy. It also addresses mechanisms for speeding recovery.

PROGRAM DELIVERY OPTIONS

A. **Mass Media Exposure.** Information can be provided through routine articles in a variety of media. In addition, workshops can be held that both define the issue and teach coping skills and mechanisms. In more extreme cases, counseling can be provided.

B. **Advanced Language Training.** The ODSP coordinator/program manager may either provide the training directly or can make referrals to other resources.

C. Cross-cultural Family Visit Program. This activity involves visits with host country families, arranged by ODSP staff with the permission of local authorities and the families. Once the arrangements are made, the opportunity is advertised. Participating U.S. and host country families are provided with an orientation prior to the visit.

D. Skills for Living Workshops. This effort involves a variety of skills training workshops. In addition to family life education programs, skills for living OCONUS can include demonstrations and field trips. Examples include cooking classes, Festival Field Trips, and so forth. Coordination with MODR and USO is essential to ensure non-duplication of services.

4.2.6.4 FOREIGN BORN SPOUSES WORKSHOP

Family Service Center
Standard Operating Procedure

TITLE: Foreign Born Spouses Workshop

DATE: January 1999

REFERENCES:

- a. OPNAVINST 5352.1
- b. OPNAVINST 1754.1A
- c. SECNAVINST 1754.1
- d. Althen, Gary, American Ways, (Yarmouth, ME: Intercultural Press, Inc., 1988).
- e. Lanier, Alison, Living in the USA, (Yarmouth, ME: Intercultural Press, Inc., 1981).

ATTACHMENTS:

1. Foreign Born Spouse Workshop Agenda

I. BACKGROUND AND PURPOSE:

The purpose of the Foreign Born Spouse Workshop is to provide an informational approach to the military and American ways of life for foreign born spouses and to encourage their more complete participation in social activities, cultural adjustment and personal growth. This workshop is intended to help foreign spouses avoid mistakes, facilitate cultural assimilation and to direct them to appropriate referral services.

II. TARGET POPULATION:

Foreign Born Spouses of Military personnel.

III. PROCEDURES:

The schedule is constructed in a manner to accommodate guest speakers who are subject matter experts. Times are allotted for each speaker to deliver their topic and for Q & A. Participants are encouraged to ask questions. Depending on the topic and number of speakers, the workshop can be shortened or expanded to a full day.

Appropriate amount of time (average) allotted for each presenter is as follows:

Immigration	2 - 2.5 hours
Consumer Rip-offs	30 - 45 min.
English-as-a-Second Language	15 - 20 min.
Spouse Employment	30 - 40 min.
Continuing Education	30 min.

It is highly recommended that a foreign born spouse moderate the workshop. It adds a personal approach and facilitates identification and credibility with the audience. Also if the moderator's background is publicized, it may attract participants who might not otherwise attend.

IV. CONTENT:

Participants will receive information on issues related to understanding Americans and their culture including but not limited to

1. Naturalization issues (resident alien status, citizenship requirement, work status, limitation of various entry visas, and petitioning relative for immigration);
2. Consumer Rip-offs, Money Management and Credit Cards (see Consumer Rip-Offs-outline);
3. English-as-a-Second Language (working English {both written and oral}, preparation for mainstream night school attendance, GED program and educational resources);
4. Spouse Employment (employment resources available {civilian and government} and local job market); and
5. Continuing Education (transfer of credits,, transcripts. local admission requirements and education resources).

Other possible topics are the Ombudsman program; Military and Civilian Resources; and Cultural Orientation (credit, checking accounts, utilities, climate, food, language, transportation, and fast stressful lifestyle/work ethic).

Speakers are required. Recommended speakers include: A representative from Immigration and Naturalization Service to talk about immigration and naturalization and petitioning of family members overseas, which is the area of greatest interest. A speaker from any local community college or university is also needed to discuss continuing education and transfer of transcripts. A speaker from the Adult Learning Center should be obtained to speak about English-as-a-second language. Finally, the NFSC staff provide a good source of speakers for topics on consumer rip-offs, military and civilian resources, spouse employment and cultural orientation.

V. MATERIALS:

Each speaker provides their own handouts and materials which support their presentation. Resources for Foreign Born Spouses and the Center brochures would be standard handouts.

VI. MARKETING:

Flyers are printed and distributed to area Commissaries, Exchanges, ethnic stores, Ombudsmen, and Command Master Chiefs. Letters could also be sent to local COs. Announcements are printed in the base and local papers.

VII. QUALITY CONTROL:

A. An annual review of this SOP is required.

B. Participant and presenter evaluations will be completed each time the program is offered. Completed evaluations will be routed to Director and RAP specialist. Input from the evaluation will be considered in evaluating the effectiveness of the program and in modifying the program.

Attachment 1

FOREIGN BORN SPOUSE WORKSHOP

PURPOSE:

1. Meet volunteers - input from previous FBS Workshops
2. Role of volunteer - possible application for Volunteer/record hours
 - a. translate flyers for foreign languages
 - b. help to identify possible locations to reach foreign-born for recruitment of attendees and to distribute flyer to advertise.
 - c. Distribute flyers
 - d. stuff workbooks
 - e. hostesses/introduce guest speakers

other: _____

Schedule:

- | | |
|---------------|--|
| 9:00 - 9:15 | Welcome/introductions |
| 9:15 - 10:15 | Finance |
| | 45 min. - presentation, 15 min. Q & A |
| 10:15 - 10:45 | SEAP |
| | 20 min. presentation - 10 min. Q & A |
| 10:45 - 11:30 | Admissions Office - local college |
| | 30 min. presentation, 15 min. Q & A |
| 11:30 - 12:00 | Local Adult Learning Center |
| | 20 min. presentation - 10 min. Q & A |
| 12000 - 1:00 | Lunch Break - brown bag or on-base available |
| 1:00 - 1:15 | Review AM session |

1:15 - 2:30 Office of Immigration & Naturalization -
45 min. presentation, 30 min. Q & A

2:30 - 3:00 Cultural organization/retail affiliations/etc.

Revisions, Comments, or Suggestions:

4.3 SERVICES FOR OUTGOING PERSONNEL

In order to ensure a “smooth move” to the new duty station for outgoing personnel, the RAP must offer a full range of services and programs designed to assist the service member with his transition to the new destination and duty station. These services outlined in this section of the Desk Guide, are broad in nature and scope; your local FSC will need to tailor the services to meet the needs of outgoing personnel from your installation (as determined by your FSC RAP needs assessment).

4.3.1 WORLDWIDE WELCOME ABOARD PACKET LIBRARY SOP

Family Services Center
Standard Operating Procedure

TITLE: WORLDWIDE LIBRARY

DATE: January 1999

REFERENCES:

- a. OPNAVINST 1740.3 Ch.1
- b. SECNAVINST 1754.1
- c. OPNAVINST 1754.1A
- d. 10 USC 1056

ATTACHMENTS:

1. Welcome Aboard Packet Request Form (for Client use)
2. Welcome Aboard Packet Evaluation Form

I. BACKGROUND & PURPOSE:

To provide information to service members receiving orders to other military installations both in the continental United States and around the world by maintaining a library of Welcome Aboard Packet from these installations. Information in these WAPs is designed to assist the service member and his/her family in making a smooth transition to the new duty station.

II. TARGET POPULATION:

All active duty military personnel, retiring personnel and their dependents.

III. PROCEDURES:

The RAP staff are responsible for maintaining the library and keeping the material current.

A. FORMAT

1. The Worldwide Library should be housed in a distinct location within the FSC. The packets can be filed alphabetically by state or country; within each state or country; or alphabetically by military installation. The library may be color coded with different

color plastic label tags: white=Navy, blue=Air Force, red=Army, and white with red trim=Marines.

B. WAP DATA COLLECTION PROCESS:

1. Every month, the RAP staff will identify in the computer database which packets need to be updated.
2. A request letter will be sent to each base requesting a new packet 4-6 weeks before the update is required. This will continue until each packet in the library has been updated, at least once a year.
3. All packets that arrive will be placed in a pocket folder. The folder then will replace the old packet in the cabinet.
4. Each new packet will be dated at the top right hand of the packet on a brightly colored sticker, stating the month and year it arrived.
5. If a base does not send their packet within one month, the base will be contacted via DSN with a verbal request. The phone call will be recorded on the database.
6. When the new packet is received the database listing is also updated.

C. SERVICE MEMBER REQUEST:

1. Personnel may request to look at any Welcome Aboard Packet but cannot check them out or remove them from the Center.
2. Personnel using these files will be provided with paper and pen for their use, if requested. Personnel cannot photocopy whole packets, but certain information such as a map may be authorized to be copied. Copies will be made by relocation personnel.
3. Personnel may request to order a Welcome Aboard Packet from another installation by filling out a request form (Attachment 1). Request will be mailed on the same day. Top part of form is given to service member and relocation staff keeps the bottom copy to use in monthly statistics report or follow-up needs.
4. Local FSC Welcome Aboard Packets will be mailed to all Commands as requested. All packages will include a worldwide library form letter.

D. OVERSEAS TRANSFER INFORMATION:

1. In addition to the library, the Relocation specialist has access to DSN telephone communications and on-line access to the LIFELines QOLMall (www.lifelines4QOL.org). Personnel being transferred out of the continental United States may use these services to obtain information that may not be contained in the Worldwide library's brochures.
2. The Center should maintain an "Overseas Living Conditions" instruction (NAVMILPERSCOMINST 1720.1B) in the relocation office. It also includes the

OVERSEAS LIBERTY RESOURCE GUIDE and the OVERSEAS DIPLOMACY GUIDE. The library should include pocket guides for overseas locations. Personnel may review these publications at NFSC but they cannot be checked out from the Center. Personnel will be provided information on where to acquire such publications.

IV. CONTENT:

A. The Worldwide Library should be housed in separate filing cabinets in FSC. The packets should be filed alphabetically by state or country; within each state or country; within each state or country; or alphabetically by military installation. Each branch of the military can be color coded with different color plastic label tags: white=Navy, blue=Air Force, red=Army, and white with red trim=Marines.

B. Each Welcome Aboard Packet will vary from base to base. Advertisements and bulky newspapers may need to be purged from packets before going into the files in order to conserve storage space.

V. REQUIRED MATERIAL:

A. Folders for material sent without a folder to hold all the handouts.

B. Hanging file folders 10"x14".

C. Brightly colored stickers to date each folder.

D. Red, Blue, White plastic tags for each hanging folder.

E. Database program for Worldwide Library tracking.

VI. MARKETING:

A. The RAP presentation lists the Worldwide Library as a Relocation service.

B. Reception staff will inform all personnel checking out of the FSC of the Worldwide Library.

C. Each Welcome Aboard Packet lists the Worldwide Library as a relocation service in various flyers and handouts.

D. Press releases via POD and Base paper, each Command Sponsor Program.

VII. QUALITY CONTROL:

A. Each base Welcome Aboard Packet will be updated once a year on the anniversary of their arrival at the Navy Family Service Center.

B. Each drawer will be checked by the Relocation staff on a monthly basis to be sure the packets are in order.

C. To keep track of the packets requested by service members, each request for a Welcome Aboard Packet from another base is logged at the end of the month.

- D. To keep track of the packets requested by the local Navy Family Service Center, each request for a Welcome Aboard Packet from another base is logged at the end of the month.
- E. At the end of the month, the RAP staff will submit a Welcome Aboard Packet statistic form, which will list the number of individual Worldwide Library requests and the number of Worldwide Library requests from local Navy Family Service Center.
- F. This SOP will be updated annually.

Attachment 1

REQUEST FOR WELCOME ABOARD PACKETS

Name: _____ Rank/Rate: _____

Command: _____

Command Phone Number: _____

Date: _____

Individual: _____

Command: _____

Home Address: _____

Packets Requested: _____

How Many? _____

Date Required: _____

Phone Number: _____

Packets Requested: _____

____ Local Base _____ Other (allow 4 to 6 weeks) _____

Date Required: _____

Special Information Desired: _____

For FSC Use:

FSC Point of Contact: _____ Completion Date: _____

Phone In: _____ Walk In: _____

Remarks: _____

Attachment 2

WAP EVALUATION FORM

MEMORANDUM

From: RAP Manager Navy Family Service Center _____

To: _____

Subj: REQUEST FOR WELCOME ABOARD PACKETS

1. In order to better serve our military personnel and their families in preparation for their new assignments, the following information is submitted or requested:

() Enclosed is the current WELCOME ABOARD PACKET for

() Request that you forward a copy of the most current information on your installation and any other pamphlets relative to your vicinity. What we have on hand from your installation now is dated _____. Information on our installation is available on request.

() Request that you forward a copy of the most current information on your installation and any other pamphlets or information relative to your vicinity to:

() Request Commercial and DSN phone numbers for Housing, BOQ, and BEQ at your base.

() Other: _____

Thank you for your assistance.

4.3.2 RELOCATION WORKSHOPS

Relocation workshops are developed and implemented to ease the stress of relocation and assist the service member in having a “smooth move” to the new duty station. This section of the Desk Guide outlines a cost effective method of utilizing group presentations to impart information to potentially large audiences with the same area of interest and needs. These group presentations can be followed up with one-on-one relocation counseling (Section 4.1.2) and access to the LIFELines QOL Mall (www.lifelines4QOL.org), SITES (dmdc.osd.mil/sites), and the DOD mapsite (dticaw.dtic.mil/mapsite).

4.3.2.1 SMOOTH MOVE RELOCATION PROGRAM

Family Service Center
Standard Operating Procedure

TITLE: Smooth Move Relocation Program

DATE: January 1999

REFERENCES:

- a. OPNAVINST 1754.1A
- b. SECNAVINST 1754.1
- c. 10 USC 1056

ATTACHMENTS:

1. Proposed Schedule
2. Point of contact listing
3. Sample Press Release
4. Quality Control Observation Checklist
5. Count Down to Moving Day

I. BACKGROUND & PURPOSE:

Reference (c), 10 USC 1056, calls for relocation assistance services to include destination area information to include moving costs, and housing information. The purpose of this workshop is to ease the stress and frustration associated with relocation of military families. This is a 3-hour program, presented in the evening, with four topics including Personal Property, the Travel Office of the Personnel Support Activity, Budgeting for a PCS move, and the Emotional Cycles of Relocation.

II. TARGET POPULATION:

All military personnel and their family members departing the local area that desire information associated with PCS moves.

III. PROCEDURES:

This program may be offered as often as needed for the population served by the FSC. It is recommended that the program be offered at least quarterly. Each presenter is

informed that they are responsible for the content of their presentation. NFSC will develop and produce handouts to ensure that they have a consistent “look.”

A. Two to three months prior to program offering, the RAP staff will:

1. Generate a proposed schedule. See Attachment 1.
2. Make initial contact with presenters using Attachment 2.
3. Update and submit press releases for approval. See Attachment 3.
4. Prepare and submit request for program flyers and handouts.
5. Arrange location site.

B. Six to eight weeks prior to program:

1. Distribute flyers to:
 - a. Base Headquarters for distribution.
 - b. Base Chapel
 - c. Commissary.
 - d. Personal Property Shipping Office.
 - e. Medical and Dental Clinics
 - f. Housing Referral Office.
 - g. Ombudsman Meetings.
 - h. Personal Support Detachment.

C. One week prior to program offering, the coordinator will:

1. Contact presenters to ensure no conflicts, and as a reminder to them.
2. Collate handouts for participants.
3. Confirm location site.

D. Program Date:

1. Ensure space is presentable.
2. Introduce guest speakers.
3. Distribute and collect program evaluations using NFSC program evaluation forms.
4. Evaluate the speakers.

IV. CONTENT:

A. Personal Property Shipping Office

1. Presenter discusses aspects of dealing with the physical move itself and dealing with the movers.

B. PSD: Travel Pay and Allowance

1. Presenter discusses pay and allowances associated with Permanent Change of Station (PCS) orders.

C. Budgeting for a PCS move

D. Emotional Cycles of Relocation

1. NFSC RAP staff discusses stress and relocation and how to cope with it.

V. REQUIRED MATERIALS:

A. Chalk Board.

B. NFSC will provide audio/video aids as required by the presenters.

VI. MARKETING:

A. The NFSC staff prepares and prints a sufficient number of Smooth Move flyers two months prior to school. Some will be available for programs and other will be distributed in accordance with Section III, subsection B.

B. Submit an update press release for approval by the FSC Director. This must be prepared at least two months prior to each Smooth Move. See Attachment 3. Press release is sent to military and civilian community.

VII. QUALITY CONTROL:

A. NFSC Participant Evaluation Form. The attendees are asked to evaluate the presentations and submit the forms at the close of the program. Evaluation forms will be reviewed by the Smooth Move staff, RAP Specialist and FSC Director. These evals will be utilized to update and enhance subsequent programs.

B. Quality Control Observation Checklist will be used by the Smooth Move coordinator to evaluate each presenter. This will be submitted with the attendees' evaluations. See Attachment 4.

C. This SOP will be updated annually.

D. This program is not a duplication of a service already available in the community.

VIII. REPORTS:

The presentation of this program and the number of attendees will be reported in accordance to local FSC reporting requirements.

Attachment 1**SMOOTH MOVE PROGRAM**

TOPIC	PRESENTER	TIME
Welcome and overview	RAP Specialist	6:00-6:05
How to Arrange a Move	Personal Property	6:05-6:55
How to Avoid Excess	Shipping Office	
Costs When Moving - How to File a Damage Claim, etc.		
BREAK		(6:55-7:05)
Travel Pay and Allowances	PSD	7:05-7:40
Budgeting for A PCS Move	Financial Educator NFSC or Navy Relief	7:40-8:10
BREAK		(8:10-8:15)
Emotional Cycles of Relocation	RAP Specialist	8:15-9:00

Attachment 2

SMOOTH MOVE POINTS OF CONTACTS

TOPIC	NAME OF PRESENTER	PHONE NUMBER
Personal Property Shipping	_____	_____
Travel Pay & Allowances	_____	_____
Budgeting for a PCS Move	_____	_____
Emotional Cycles of Relocation	_____	_____

Attachment 3

PRESS RELEASE

Release Date: For immediate release

Point of Contact: _____

Attention: Military News Editor

Navy Family Service Center is presenting a Smooth Move Program designed for inexperienced, as well as experienced, military member on Permanent Change of Station orders. The Personal Property Shipping Office will provide information on how to deal with movers and personal property entitlements. The Travel section of Personnel Support Detachment, _____ will present a section on travel pay and allowances. NFSC staff will discuss the emotional cycles of relocation and relocation strategies for families. The program will also present information on how to budget for a PCS Move. The program will be held at _____. To register, call NFSC _____ at _____. Deadline for registration is _____.

Attachment 4

QUALITY CONTROL OBSERVATION CHECKLIST

Program Observed: _____

Observer: _____

Date Observed: _____

Instructor's Name: _____

- | | | |
|---|-----|----------------------------|
| 1. Program content remains current? | yes | no |
| 2. Content was understandable to audience? | yes | no |
| 3. Audience was responsive to presentation? | yes | no |
| 4. Handouts were available? | yes | no |
| 5. Handouts were appropriate? | yes | no |
| 6. Visual aids were used? | yes | no |
| 7. Visual aids were understandable? | yes | no |
| 8. Visual aids were useful to the audience? | yes | no |
| 9. Too much _____ Not enough _____ Enough _____ | | information was presented. |
| 10. Does this program need revisions? | yes | no |

RECOMMENDATIONS:

Attachment 5**COUNTDOWN TO MOVING DAY**

Countdown to Moving Day

Civilian friends are often prone to say, “Oh, you’re lucky. When you move, the military does all of the work for you.” Wouldn’t that be nice if it were true? Although the Navy does much for its military members, the unfortunate reality of relocation comes down to an incredibly long list of things that you must take care of personally. Because the extra chores are added on to an already tight schedule of family and work responsibilities, it is easy to overlook, forget, or simply choose to ignore some tasks.

Beginning a relocation countdown three months prior to the actual moving day allows the workload to be distributed over time and reduces the odds for last minute panic and potentially costly errors. The countdown checklist you will find here is “generic” but can be easily personalized by jotting in your special requirements.

AS SOON AS ORDERS ARE RECEIVED

- | | |
|--|--|
| <input type="checkbox"/> Contact FSC to receive schedule of relocation workshops to help you plan a “Smooth Move.” | <input type="checkbox"/> Request WAP for next duty station. |
| <input type="checkbox"/> Contact FSC office and schedule relocation counseling session. | <input type="checkbox"/> Request sponsor from new duty station. |
| <input type="checkbox"/> Homeowners begin preparation to sell or rent home. | <input type="checkbox"/> Contact Personal Property Shipping Office (PPSO) and schedule an appointment. |

UP TO TWELVE WEEKS BEFORE MOVE

- | | | | |
|--|---|------------------------------|--------------------|
| <input type="checkbox"/> Decide how to save for unreimbursed moving expenses. | <input type="checkbox"/> Make a list of who to notify about your move and provide forwarding address as required. | | |
| <input type="checkbox"/> Renters notify landlord as required by lease. | Schools | Magazines | Local clubs |
| <input type="checkbox"/> If destination is known, begin scouting out housing options. | Church/ | Utilities | Professional |
| <input type="checkbox"/> Begin keeping track of tax deductible moving expenses. | Synagogue | (deposits may be due to you) | such as |
| <input type="checkbox"/> Make an inventory of possessions and value. Photograph or videotape as necessary. | Medical | Phone | accountant, |
| | Facilities | company | attorney, and |
| | (military and private) | (local service and long | investment |
| | Dentist | distance | broker |
| | Optician | service) | Pharmacy |
| | Veterinarian | Insurance | Bank(s) |
| | Professional organizations | companies | Book/record |
| | Post Office | Creditors | clubs |
| | | | Family and friends |

- ☐ Organize personal records, such as birth certificates, insurance papers, warranties, etc.
- ☐ Let clubs and organizations that you serve know you are leaving.
- ☐ Take care of necessary medical, optical, or dental appointments. Obtain a copy of records or find out how to have them forwarded later.
- ☐ Don't place any more mail order purchases.
- ☐ If military membership is going TAD in advance of PCA, have power of attorney or letter or authorization drawn up.
- ☐ Go through closets and drawers to sort clothes and other items to give away or sell. Check to see if stored seasonal clothing is clean.
- ☐ Make sure stickers from previous moves have been removed from furniture.

UP TO EIGHT WEEKS BEFORE

- ☐ Start using up canned foods, spray paint, and other consumables.
- ☐ Employed spouse should give required notice of termination and obtain letter of referral.
- ☐ Spouse planning to seek employment should compile and update resume and request letter of recommendation from employer.
- ☐ If planning to vacation en route during peak tourist time, make reservations.
- ☐ Take care of auto maintenance and repairs.
- ☐ Contact insurance company concerning auto(s), home, and household goods. Find out about coverage on your possessions in transit and storage and about high-value items.
- ☐ Have pets checked by vet and vaccinations/inoculations updated. Obtain copy of records.
- ☐ Close out any local charge accounts.
- ☐ Check expiration date on major credit cards you plan to use during travel.

UP TO FOUR WEEKS BEFORE

- ☐ Obtain change of address cards from post office. If new address is not yet known, you can still address cards now to save time later.
- ☐ Meet with military finance center for financial counseling.
- ☐ Haul castaways to local thrift shop (obtain receipt for donation) or have garage sale.
- ☐ Notify schools. Arrange to pick up records or get the procedures for sending records to the new school.
- ☐ Arrange for letter of transfer from local church/synagogue and clubs, including Scouts or other national/international organizations.
- ☐ Spouses and children with part time jobs should give notice.
- ☐ Ensure all your family is properly listed on DEERS.

UP TO THREE WEEKS BEFORE

- ☐ Check expiration date on military ID card; update if required.
- ☐ Computer buffs back up important files.
- ☐ Inform utilities, phone company, and delivery services when to discontinue services.
- ☐ If having more than one shipment, know weight limits of each, decide contents, and begin separating.
- ☐ Arrange for childcare on packing and moving day(s).
- ☐ Develop game plan for arrival at new location.
- ☐ If pets will travel separately from the family, make arrangements.

UP TO TWO WEEKS BEFORE

- ☐ Return all library books and other borrowed items.
- ☐ Have drapes and rugs cleaned; leave in protective wrappings for shipping.
- ☐ Retrieve all loaned out items.
- ☐ Renew and pick up any prescriptions.
- ☐ Retrieve any developed film, dry cleaning, or other items.
- ☐ Separate professional books, papers, and equipment. These items will be weighed and listed separately on your shipping inventory.
- ☐ Plan menus from what is in the freezer and the cabinets.
- ☐ Reconfirm moving dates and times with the transportation office.

UP TO ONE WEEK BEFORE

- ☐ Close out safety deposit box if opening one in new location.
- ☐ Disassemble outdoor play equipment and structures such as utility sheds.
- ☐ Pull out all items from beneath stairways, from attics or any other areas that do not allow full standing room.
- ☐ Disassemble electronic components such as stereos and VCRs. Place in original packing boxes if possible.
- ☐ Remove wall accessories such as drapery rods, small appliances, food and utensil racks.
- ☐ "Park" hard disk drive units, then disconnect computer system.
- ☐ Drain garden hoses.
- ☐ Place floppy disks in protective cases before packing in cartons.
- ☐ Drain oil and gas from lawn mower and other power tools.
- ☐ Set aside cleaning materials to be used after packing and loading.
- ☐ Disconnect spark plug(s).

THE FINAL STRETCH

- ☐ Physically separate items not to be packed, including suitcases. If more than one shipment will be made, separate into groups.
- ☐ Keep household inventory list on hand to carry as part of personal luggage.
- ☐ Contact insurance company at least 24 hours before storing and releasing your goods to movers.
- ☐ Clean and dry refrigerator and freezer. Allow to dry one or two days with doors open. CAUTION: Families with young children or pets should block doors open to prevent accidental closing.
- ☐ Confirm childcare arrangements.
- ☐ Remove TV or radio antennas.
- ☐ Remove air conditioners from windows.
- ☐ Remove pictures and mirrors from walls.
- ☐ Remove pendulum from clocks.
- ☐ Disconnect gas and electrical appliances.
- ☐ Remove light bulbs from lamps.

DAY OF MOVE

- ☐ Get up early and be ready for the movers.
- ☐ Get pets under control before movers arrive, perhaps by letting them stay with a neighbor.
- ☐ Make sure cash, jewelry, important documents, and other valuable items are secure; many people lock valuables in their car trunk.
- ☐ Useful items to have on hand: marker to make extra notes on boxes, coffee, cold drinks, and snacks for yourself and movers.
- ☐ Verify that mover's inventory is detailed, complete, and accurate. Don't accept any "miscellaneous" labels or entries, especially for valuable items.
- ☐ Make sure conditions of belongings are accurately noted. If anything marked "scratched," "dented," or "soiled," also note location of such.
- ☐ Keep the PPSOs phone number on hand. If any problems or questions arise, call _____.

Provided by your Local Family Service Center

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4.3.2.1.1 “BUDGETING FOR A PCS MOVE” PRESENTATION (ADDENDUM TO SMOOTH MOVE SOP)

A. Introduction:

1. Introduce self, reason for being there, affiliation with Navy, why interested in Financial Education. Trainer’s first goal is to establish his/her credibility.

2. State purpose: The purpose of this program is to share with you some insights on how to make a budget plan work for you. The costs associated with PCS orders can be debilitating for even the most solid budget. Though there are reimbursements for costs associated with PCS moves, Research demonstrates that the average military family reports out of pocket expenses of over \$500.00 and that only one out of every three dollars are reimbursed.

B. Icebreaker Questions:

1. What are some of your budgeting or financial concerns?

Examples of answers:

- a. Bad checks
- b. No money left over to save
- c. Have reached or exceeded credit limits
- d. Live from paycheck to paycheck
- e. Don’t know where money goes

2. What is the purpose of a budget?

Examples of answers:

- a. To make sure bills are paid and recorded
- b. To cut back on wasted money
- c. To control impulse spending

C. Need for Financial Planning and Budgeting: During the past few years there has been a steady increase in the amount of reported financial problems in the fleet. In 1988, commanding officers were asked by the Chief of Naval Operations to help provide some financial responsibility topics during indoctrination or general military training sessions. When Navy personnel experience financial difficulties, the consequences can be tragic:

1. Increased disciplinary and security problems (i.e., selling classified documents to the Soviets or using money to support a drug habit)--in extreme cases, administrative discharge.
2. Poor work performance, possibly affecting safety standards
3. Family problems such as divorce, spouse and child abuse.
4. An increase in alcohol or drug use which may cause even more financial hardships.
5. Increased personal bankruptcy rates.

(HANDOUT: Warning Signs, highlight a few from the list)

D. Pointers to Keep in Mind

1. Good, common sense financial planning does not require a college degree; it is not reserved for the rich nor do you have to be a financial wizard or Certified Public Accountant (CPA) to do it!
2. What you do need is the willingness to devote time and effort into developing a flexible budget plan and stick with the plan.
3. Think of your budget as set in wet cement not solid concrete. Make it flexible enough to adjust it slightly each month or even each pay period if you have to. You should control the budget rather than having it control you.
4. You work hard for your money. Budgeting and saving it are the best ways to protect it and the best time to start is today!

E. Psychological Influences

Audience question: What kinds of situations are you in when you find yourself overspending?

1. Become aware of how emotions affect the way you handle money. Impulse spending can be a dangerous trap to fall into when your budget is on shaky ground. People often go overboard on spending when they are angry, sad, lonely or even happy!
2. Be honest and realistic with yourself. If you really enjoy bowling and do it almost every night, you don't have to go "cold turkey" and cut it completely out of your budget. Cut back to two or three nights a week or you'll end up hating you budget and it will never work.

F. Step-by-Step Method for Creating a Budget

1. First of all, what is a budget? (If there is enough time, you may want to ask people if they can give you a rough definition.) Definition: (read slowly) a budget is a way to allocate one's income to cover one's expenses and develop a lifelong savings plan.

If you can match your financial goals and expenses with your income, then you can calculate dollar amounts for your spending limits and your savings goals. If you can't match your financial goals and expenses with your income, then you will have to develop ways to cut back on items in your budget and make some financial goals that are more realistic.

2. Obtain a record-keeping book or just a plain notebook to record your budget. (HANDOUT: Basic Budgeting worksheets) Use these worksheets to help you get a start.

3. Before you even start recording your budget items, you must keep a separate record of every penny you spend and how you spend it for the next full month. The purpose of doing this is to get an idea of where your money is going so you can create a budget that most accurately reflects your spending habits.

4. Determine your net worth to get a good picture of how you stand financially right now. Net worth = assets minus liabilities.

(Encourage audience to try to take notes at this point. Explain that if they do take notes they retain the information longer and will be able to start the budgeting process sooner.)

Examples of assets:

- a. Cash: at home, in savings and checking accounts.
- b. Current market value of stocks, bonds, other investments.
- c. Cash value of life insurance policies.
- d. Any money owed to you.
- e. Rebates or refunds such as tax refunds, rebates from new car purchases, refundable deposits from utilities, rent, etc.
- f. "Bluebook" value for all vehicles that you own.
- g. Value of any real estate that you own.
- h. Amount of any pension benefits you may be entitled to.
- i. Account balance of any IRAs. An IRA is a great savings tool available to everyone. To find out more about IRA's call your local credit union or bank!
- j. Cash value of any other property you own (antiques, jewelry, furs, appliances, hobby and sporting equipment, etc.).

Examples of liabilities:

- a. Total balance of what you owe today on bills for goods and services including credit card bills.
- b. Total remaining balance on installment credit contracts such as a car loan, a furniture or appliance loan.
- c. Total balance due on cash loans.
- d. Federal, state, or property taxes due as of today.
- e. Balance you owe on your mortgage loan.
- f. Any other liabilities such as court ordered judgements of payment you must make, past due accounts, etc.

5. Use your Basic Budgeting worksheets to start recording the amounts you need to establish for each budget item.

- a. Determine your monthly income (page 2 of worksheet) by using the figures from your most recent Leave and Earnings Statement (L.E.S.) and your spouse's pay stubs, if you are a two-income family.
- b. Record your fixed expenses (page 3 of the worksheets). Fixed expenses are those expenses that never change in amount from month to month. What are some examples of fixed expenses? (Brief discussion)

Examples of Fixed Expenses:

Rent or mortgage payments

Insurance payments

Car loan or installment contract payments

Direct deposit into savings accounts

- c. Record your variable expenses (page 4 of the worksheet). Variable expenses are those expenses that will vary in amount from month to month, sometimes they will increase, sometimes they will decrease. What are some examples of variable expenses? (Brief discussion).

Examples of variable expenses:

Utilities

Medical bills

Car operating expenses

Childcare

Groceries

Entertainment

Clothing

- d. Record all of your charge account, credit card and loan debts (page 5 of the worksheet).
- e. Add together all of your monthly fixed expenses, variable expenses, and credit bill expenses. Compare this figure to your monthly income figure. It is widely recommended by almost every piece of literature on budgeting that 70 to 75% of you monthly income should be allocated to monthly living expenses, 5 to 10% for savings, and the rest for credit debts. If your credit debts take over a 20 to 25% bite out of you monthly income, then you may be seriously overextended.
- f. If you have more income than you have expenses, then you have a budget with a surplus. This is great! Now your challenge is to make some goals for saving that surplus money.
- g. If you have more expenses than income then you have a budget with a deficit. This isn't so great! Now your challenge is to find out what budget items are gobbling up you money and cut back in those areas, or think of ways to increase your income.

G. Eliminating Excess Spending

1. Variable expenses: Variable expenses can be manipulated much easier than fixed expenses. Go through each variable expense category in your budget to see where you can cut some cost.

2. Credit debts: If you find that credit debts are eating up most of your budget, try to concentrate on paying off some of these bills. First, make sure your living necessities are allocated for, then start with the smallest bill and work on paying it off while still making the minimum payment on the other bills. Next, pay off the second smallest bill. Once you get a few bills paid off you will be well on your way to have a debt free budget!

3. Other money gobblers:

- a. GEDUNK--it has been found that the average sailor who comes in for financial counseling spends anywhere from \$80 to \$180 per month on sodas alone! Gedunk costs add up and this may be a good budget category to consider cutting back on.
- b. FAST FOOD--another big money gobbler and good place to start cutting back.
- c. ENTERTAINMENT--Americans spend more money on entertainment than any other culture in the world! This is another good place to look at for making budgeting cuts.

H. Cutting Food and Clothing Costs

1. Tips for Saving on Food Items

- a. Comparison shop.
- b. Buy in bulk if you have a family and it is cost effective. Don't do it if your family members are going to turn their noses up at a particular item because they get sick of it.
- c. Plan menus.
- d. Prepare shopping lists and clip coupons. Be careful though--sometimes off brand items are even less expensive than items you use coupons for.
- e. Use leftovers creatively.
- f. Buy individual ingredients for casseroles, soups, etc. rather than prepackaged meals.
- g. Shop at the commissary. Usually this is the least expensive place to shop, but sometimes grocery stores off base have good bargains on specific items. Avoid trips to convenience stores as much as possible, even on base. Their prices are always higher.
- h. Don't shop on an empty stomach.

2. Tips for Saving on Clothing Items--Allow at least \$25 per person per month for budget planning purposes.

- a. Plan your wardrobe. Avoid high-priced, name brand clothes and fad clothes.
- b. Buy necessary items in quantity like underwear, socks, pantyhose.
- c. Shop at a good discount store. If you inspect the clothing items carefully, usually you will find that they are of good quality.
- d. Take advantage of seasonal sales and clearances.
- e. Always try on garments. Sizing is not consistent among garment manufacturers.

I. Conclusion:

1. You don't need to feel helpless about your finances. The Navy Family Service Center can provide you with financial and consumer training programs on a variety of topics
2. The best time to start taking control of your finances is today!
3. Be honest with yourself and create a budget that is flexible.
4. Reward yourself for implementing good budgeting and spending habits!

Attachment 2

WARNING SIGNS

These are warning signs of problems which may or may not be financially related. They could be signs of legal, marital, or substance abuse problems. If a pattern is emerging on a regular basis, it should be the front line supervisor, or command financial specialist, who pulls aside the member and tries to find out if there is a real problem. If this would happen, then the member may not get him/herself overloaded to the point of crisis. An hour well spent could eliminate a week's work of paperwork later.

Any one symptom is not necessarily an indication of a problem, but you should look for repeats of symptoms or for more than one signal. This list was compiled by front line supervisors, both afloat and ashore.

1. Lowered production.
2. Chronic lateness.
3. Just not with the program (mind always elsewhere).
4. Service member borrows from the coffee mess or Rec Fund regularly just to make it through until payday.
5. Requesting special pay-to-date in a regular basis.
6. Member is constantly bringing family aboard for meals even when it's not a duty night.
7. Member is always bumming cigarettes or a small amount of change.
8. Chronic complainer--mostly about the cost of anything.
9. Sloppy uniforms--can't even replace shoelaces.
10. Spouse meets member at the head of pier or immediately after paycall to pick up check.
11. Member shows up intoxicated or hung over on a regular basis.
12. Spouse always sending messages (through Navy-Marine Corps Relief or American Red Cross) that money is required.
13. Negative change in performance after an event--birth, marriage, etc.
14. Staying on board because of lack of money for transportation costs, car repairs, etc.
15. Being late for work because of a lack of money for transportation.
16. Member complains because spouse has just lost job or spouse refuses to get a job.
17. Member who is impulse buyer (first in line to buy a T-shirt or lighter) or who has a spouse who is an impulse buyer.
18. Member tends to have a lot of "pay problems."

19. Member's advance pay or bonus is gone three day later.
20. Member carries a large amount of cash on person or who has had an amount of cash stolen.
21. Member shows up with a lot of "new" things frequently.
22. Member has a "gimme" attitude.
23. Member with chicken counting syndrome--has all pay raises, SRB's, and tax refunds spent before they are received (if they are received).
24. Member writes checks a day or two before payday and hopes that the paycheck hits the bank before the checks do.

Please feel free to add more that you think might be helpful.

This is by no means a complete list.

4.3.2.1.2 EMOTIONAL CYCLES OF RELOCATION

I. Introduction:

A. Introduce Self

B. Learn about audience:

1. Number of relocations.
2. Children involved and ages.
3. What do you think move will be like.

C. Purpose:

1. Relocating is one of the most prominent characteristics of the military lifestyle--and one which can be very taxing, yet extremely exciting. Very few careers impact the entire family the way that a military career does. While the Navy generally handles the “nuts and bolts” of the move (housing, transportation, FSCs, etc.), the service member and his/her family must handle the psychological and emotional adjustment virtually alone. This adjustment will be as individual as each of the family members, and each person will have a unique process of adjustment. Therefore, it is important to recognize that there are some common threads of emotional adjustment and some general guidelines on how to make the adjustment easier for you and your family; hopefully resulting in a rewarding and enjoyable tour at your new duty station.

D. Characteristics of Relocation:

1. Relocation often not by choice.
2. Relocation may not coincide with any career benefit for service member (no promotion/pay raise).
3. Relocation is OJT for military families--no formal training on making friends, how to get around town, etc. Trial and error.
4. Relocation is not necessarily at a good time--school, spouse career, house, personal issues, etc.
5. Relocation can be for the BEST--new friends, closer to family, running into old friends, sick of Norfolk, weather, etc.

A move can be exciting and growth producing--a challenge and adventure!

II. Phases of Relocation

A. Several phases of transition have been identified by researchers and connect very clearly with the emotional adjustment cycle for families.

1. Pre-Departure Phase: Frantic activity, preparing for move, mixed feelings.
2. Transition Phase: Moving day, Navy Lodge, thinking of new location, physical/emotional disconnect. Draining on ALL family.
3. Arrival & Orientation Phase: Establish new frame of reference and start getting first hand experience of new area. A fragile time for all.
4. Reconnect Phase: Learning about new area, establishing and re-establishing routines. Overwhelmed feeling subsides--new growth, grieving coming to an end.
5. Stabilization: About 6 months after move. Family functioning normally again in comfortable manner. Strong friendships starting to form again.

B. Having recognized the phases of relocation, it is important to address some common emotional aspects of relocation.

III. Emotions:

A. Feelings that occur as a result of relocating:

1. Frustration
2. Anger
3. Anxiety
4. Sadness
5. Apprehension
6. Excitement
7. Anticipation
8. Happiness

The key to all of these feelings is COMMUNICATION. Talk about these feelings to those around you. When verbalized they may not seem as overwhelming.

B. Family members may experience very mixed feelings before, during, and after the move and these are very normal reactions. It may be a good move for one but not for someone else.

C. The discomfort that many families feel in an unfamiliar environment may lead to feelings of isolation, which can result in disconnection from the environment and community.

D. Feelings are VERY NORMAL REACTIONS to the move. Every family member has these feelings. It's important to remember that feelings are not right or wrong—they just are.

IV. Children and Relocation:

A. To a great extent, the family is the “home base” of a child’s life. Any event that impacts the “family” will also impact the children. But the effect will be unique for every individual and will depend on

1. Family history.
2. Family relationship.
3. Child’s feeling of belonging.

4. REACTION of Mom and Dad to the move. Saying that YOUR attitude is TOTALLY responsible for the children’s reaction to the move would be denying that children have personalities of their own; your attitude DOES have a major impact on the way your children will handle the move.

B. Children may not (or can not) always articulate their reactions to feelings, but as parents you may notice behavioral changes in your children that can signal distress. You need to be prepared for—and aware of—the possibilities.

1. Infants and Toddlers: Their schedules will be disrupted. They may:

- * Cry more—grumpy and fussy.
- * Regress—potty training, feeding, etc.
- * Reflect mother’s tenseness.
- * Concept of object permanency—fear of new, strangers.
- * New sensory stimulation.
- * Terrible Two’s—say no for a living.
- * May not experience ANY of these problems.

2. Preschoolers:

- * Often “mirror” family (take cues from those around).
- * May regress—bedwetting, incontinence, nightmares.
- * Fear of being abandoned.
- * Fear of leaving familiar surroundings.
- * May be more adaptable to move than any other.

3. School-Age:

- * May be shy, unwilling to connect with new.
- * Concerned about fitting in to new environment.
- * Need to connect with familiar things.
- * May get moody, quiet or loud, challenging.
- * Feel alone and misunderstood.

4. Teens: Moving may be VERY difficult for them. In fact, research shows this can be the MOST DIFFICULT time, especially if teen is a high school senior.

- * Loss of friends causes loneliness.
- * Status conscious/peer pressure/will they be accepted?
- * May rebel—challenge—moodiness
- * Want/need to be independent—move makes them dependent.
- * May feel out of control, helpless, frustrated.

The most important thing to remember is that EACH CHILD IS UNIQUE and may NOT demonstrate these behaviors at all...or...the behavior(s) may take a while to surface—perhaps a month or two—so you'll need to back up, regroup, and remember what change can do to people.

V. What To Do:

A. To Help Children:

* Don't be afraid to admit your own feelings of happiness, sadness, and so forth. This gives your children permission to have feelings of their own, and recognize that they may not be the same feelings you have.

* Understand your child's stage of development and be on the "lookout" for symptoms.

* TALK with child and encourage them to talk. Normalizes their feelings by expressing your own.

* LISTEN to them so you can reassure them—they may have many misconceptions.

* Recognize feelings and accept that each person may experience in the move very differently from others in the family—and from previous moves.

* Seek out information about the new area and talk about what new house and location have to offer.

* Stick to regular schedules and routines.

* Little ones need lots of hugs, cuddling, and reassurance.

* Allow children to watch packers, to pack their own special box, or pack a bookbag to take on trip. (Picture this: It's moving day and you're 4 years old. This huge truck with BIG men get out and begin to pack up all of your "stuff" in boxes and carry it to the truck. The door slams and they drive off. SCARY!) INVOLVE the children—let them put stickers or draw pictures on their boxes so that when that BIG truck gets to the new house and those BIG doors swing open, you can quickly spot your "stuff". It's like Christmas but with things you are comfortable with and love. YOUR THINGS!

* In cleaning "frenzy" DO NOT sort through a child's room and throw away without their permission. Let them do it (with your help for the younger ones). This is NOT the time to throw away old and dear familiar "special" collections, and so forth.

- * Don't "hide" or keep the move a secret. Give all a chance to say farewell to special people and places. Help the children collect memories.
- * Get children's room set up first—let them help.
- * Leave lights on until everyone is comfortable with new surroundings.
- * Spend quality time together—explore your new hometown for familiar things and new ones. Don't try to be Super-Mom and unpack in 2 days.
- * If moving in summer try to get children involved ASAP in a familiar activity.
- * Explain to teen why the move is necessary.
- * Encourage teens to participate in familiar activities, also, or get a summer job. May have to gently push them to get acquainted with others.
- * Watch out for poor communication and isolation from teens. May be pulling away from family. Be a listening post—there's nobody else for them to unload on.
- * Visit the school as soon as possible, whether moving in summer or during school year. Allow child to learn the rules and become familiar with the school (maybe the new school actually has more opportunities than the last one--swim team, computer club).
- * Don't force child to start school the first day off the plane. Allow time to adjust and make the transition to new home.

MOST IMPORTANT:

- * BE POSITIVE
- * BE FLEXIBLE
- * COMMUNICATE

B. To Help Yourself: The family (children) is usually the first consideration in a move, but YOU have feelings and a need to cope also. Moving can cause you some loss and loneliness such as those from friendships (home, work, social), job, routine, belonging, and so forth. (Hardest is usually loss of friend/confidant). Again, not consistent--may actually be easier than previous moves! (If you think it's going to be difficult, it probably will be. If you think it's going to be easier, it probably will be!) Imagine saying good-bye to friends, but then also imagine the new neighbor who is also into aerobics, gardening, or other shared activities.

C. Sometimes difficult for you to adjust and develop a new social support system. Need for emotional support and understanding from EACH OTHER is greatest at this time but is usually the least available. (Busy helping family settle and ignore self). NOT taking care of your own personal needs at this point may set the tone for the entire "tour." Watch for the following:

- * Increase in arguments.

- * Decrease in desire to meet new people.
- * Physical symptoms (stomach problems, weight gain/loss, insomnia).

D. Help Yourself Cope Emotionally:

- * Prepare mentally—visit favorite places, party, visualize and plan for new home, use library, subscribe to paper.
- * Pamper yourself—get a new hairstyle, take long baths/walks, lunch out, have quiet time to self.
- * All time to grieve—say good-bye.
- * Look for POSITIVE side of move such as better location (weather), more things to do, more job opportunities, bigger house.
- * TALK to spouse and SUPPORT each other!

E. It may take as long as a year to begin to feel settled and to see some friendships blossom. DON'T sit around waiting for everyone to come to you.

- * Visit your nearest NFSC; library.
- * Volunteer or take a job.
- * Join a club, organization.
- * Get involved in something you've always wanted to—read, learn to cross stitch, take a class, go back to school, etc.
- * Subscribe to local newspaper immediately.
- * Be brave—INTRODUCE YOURSELF to others!
- * Don't be afraid to ask for help!

VI. Moving:

Moving can teach your family adaptability, resilience, independence, and broadness of outlook. You may not have looked forward to all of your previous moves, but didn't many of them work out okay anyway? Who knows—this next move could be your FAVORITE!

MOVING IS:

- * A UNIQUE CHALLENGE
- * A CHANCE TO GROW
- * AN ADVENTURE

One last thought: EACH PLACE YOU MOVE TO WILL ALWAYS BE A PART OF WHO YOU ARE. It is worth the effort it may take to adjust. Here's wishing you all a Smooth Move and a most enjoyable tour ahead!

Attachment 1

HOW TO HANDLE PCS STRESS

- * The best way to cope with the stress of moving is to be flexible and take positive steps to deal with it. In order to help the entire family.
- * Hold periodic evaluation sessions (a family council) on progress, results and problems. Set long-term goals and a series of sub goals in order to feel progress and receive encouragement.
- * Give warm acceptance to the family member who holds negative attitudes. This acceptance and acknowledgement of such feelings by others is often just what is needed for the beginning of growth and a change to a more positive attitude.
- * Accept the idea or philosophy of trying out new things, and encourage the rest of your family to do the same. Be prepared to take some risks: with language, making new friends, trying new foods, etc. Reflect in some manner on the process of moving (and encountering a new culture). Keep a journal, write to a friend with whom you can share everything, etc.
- * Find something to take the place of worrying. Keeping busy with other activities that either demand attention or can allow mental and/or physical relaxation is one solution. Some people clean closets, other exercise or read. Regardless of how you relax and work off worry and anger, make more opportunities for it at moving time. Identify those friends from whom you can get help; build your support network.
- * Access resources and get information on the new base, schools, community, country, etc. Call or write ahead to people in the new community. Do research.
- * Talk with people who have recently moved.
- * Do some homework on movers to find out which ones are good and then ask for them. Organize and sort through items in the house before the packers arrive.
- * Choose off-base living at your new location if you like fewer restrictions, more privacy, and more choice in the type of housing. Choose on-base housing if security, convenience, and financial savings are most important.

- * Settle quickly, organizing children's rooms first. Try to reestablish routines that your family enjoyed before. Whatever your family routine, reestablish it at your new assignment. It will give you a sense of continuity.
- * Consider each assignment as "home". The more you get involved, the more you will enjoy your new location.
- * Don't give a pet away, make promises you can't keep, make children throw out valuable to which they're emotionally attached, or deny your own feelings of loss.
- * Say good-bye properly before you leave.

4.3.2.2 OVERSEAS TRANSFER WORKSHOP

Family Service Center
Standard Operating Procedure

TITLE: Overseas Transfer Workshop

DATE: January 1999

REFERENCES:

- a. SECNAVINST 1754.1 Family Service Center Program
- b. OPNAVINST 1300.14A Screening for Overseas Assignment

ATTACHMENTS:

1. Overseas Transfer Workshop (OTW), Curriculum Outline
2. Press Release
3. No Fee Passport Handout
4. Fee (Tourist) Passport Handout
5. Adjustments to Overseas Living
6. Exceptional Family Members Handout
7. Registration Information for DoD Schools.

I. BACKGROUND & PURPOSE: This workshop is a part of the Overseas Duty Program and is designed to:

A. Help the active duty member and his/her family make a smooth transition to life at an overseas duty station.

B. Help deal with the positive and negative aspects of moving overseas and the problems of culture shock.

C. Help attendees meet other personnel moving overseas so they may share information and past experiences.

This program is not duplicated in the Navy Training Program or local community. Nonduplication of this program will be researched annually and documentation appended to the SOP.

II. TARGET POPULATION:

Active duty enlisted and officers with PCS orders to an overseas location, their spouses, and any children 12 years and older are invited to attend.

III. PROCEDURES:

This Workshop can be delivered in 3 1/2 hours, as often as requested by the local installations. It is helpful to recruit a volunteer who has successfully completed an overseas tour to co-facilitate the program.

A. Preregistration is required to personalize workshop packets. RAP staff are responsible for registration and requests for information.

B. A reminder call should be placed to all personnel registered 1 week prior to workshop date to ensure that they are attending.

C. Personalize each workshop packet with any information available about the country where they will be moving (i.e., Culture Grams, Language cards, etc.)

D. Set up the room the day before the workshop if possible. Hang a large world map, place workshop packets on table outside entrance to room, and any up-to-date information available on a second table outside lobby entrance to the room.

VI. CONTENT:

See Attachment 1, Overseas Transfer Workshop, Curriculum Outline.

V. REQUIRED MATERIALS:

A. Training Aids:

1. Curriculum Outline, Attachment 1
2. World Map (wall size)
3. Culture Gram (sample attached)
4. Support material on appropriate countries
6. OTW flip chart
7. Podium and sound system optional
8. Chalk board
9. NFSC will provide any visual aid devices for any guest speaker when requested.

VI. MARKETING:

A. NFSC staff will prepare Overseas Transfer Workshop flyer 45 days prior to workshop. Some will be available for programs and others will be placed at PSD, NAVPTO, etc.

B. RAP staff submit updated press release 45 days prior to workshop.

C. Submit press release to POD Base Paper, local paper, etc.

VII. QUALITY CONTROL:

The present self-evaluations will be completed for each workshop. The Participant Evaluation form will be provided to all participants of each workshop, critiques will be considered when updating program. This program will be observed by supervisory level staff a minimum of once a year. This SOP will be updated annually.

Attachment 1

OVERSEAS TRANSFER WORKSHOP
CURRICULUM OUTLINE

I. INTRODUCTION

A. Introduce self:

Introduce any volunteers helping to co-facilitate the workshop. Establish credibility of self and volunteers by relating information about your work and your experience working with the military.

B. Admin Notes:

Inform the participants where men's and ladies rooms are located, where drink and snack machines are located, and refreshments are available.

C. State Purpose of Workshop:

1. Goals of this workshop are to ease the fear in planning an overseas move; to better assist military families to understand American culture and enjoy the foreign culture; to provide ideas on how to make living overseas a positive experience; and to provide factual information on the overseas moving experience.

D. Learn About Your Audience:

1. How many of you will be going to your second or third overseas duty station? (Have the experienced participants raise their hands. Encourage them to comment or to add suggestions during the program and call on them to help facilitate the group.)

2. If I say anything that doesn't apply, please let me know. If I neglect to say something which you feel would be helpful, please speak up! (It is important to let the audience know that this is their opportunity to share their knowledge with the group.)

3. Have all participating families introduce themselves and tell where their new duty station will be. Encourage the group to meet with anyone going to the same duty station or country during the breaks so that they may share information etc.

4. What are some of your fears about moving overseas to your new duty station? (List the fears on the chalk board). Some typical responses are:

a. schools

- b. foreign money
- c. shipping household goods
- d. housing
- e. pets
- f. cost of housing
- g. shipping auto
- h. sponsor
- i. electricity

5. Fear-Anxiety caused by real or imagined danger. Is Natural--It's OK to be afraid.
 - a. What are you afraid of concerning your new duty station? (list on chalk board).
 - b. Fear can prevent people from having a successful overseas tour.
 - c. How do you overcome the fear of moving?
 1. By preparing yourself in advance for the move.

II. PREPARING YOURSELF FOR THE MOVE

A. Capture the Interests of the Family

1. How many of you are EXCITED? This move involves the whole family and with a few smart moves now each of you can enhance the rewards of living overseas.

2. Here are some things you can do in advance that are especially important for children and may help instill enthusiasm in the whole family.

- a. Get maps and an atlas of the country you are going to. Get a world map. Now, have the whole family sit on the floor in the living room around the map. How far away is the country? Which country is it next to? Where do you want to visit when on leave? Make a list - Florence, Paris, Munich, Vatican, Hong Kong, Tokyo. Use Your Imagination
- b. Go to the library and get books on your country.
- c. Get travel guides - Fromers, Fodores, Bodeckers, etc. (show examples).
- d. Look at National Geographic, Traveller, etc.
- e. Read about shopping, food, culture, history, religion of the country where you are moving.
- f. Children's project could be to look for label of things made in the country you are going to live.
- g. Write lists of what you want to do and where you want to go!
- h. Visit on-line computer sites providing information on your new home (see Appendix, Section 6.3)

3. Let me tell you about the Armed Forces Recreational Centers (AFRC). They are large resorts for military families at reasonable prices. Some AFRCs are:

- a. Hale Koa - Hawaii
- b. Garmisch - Germany
- c. New Sunno - Tokyo
- d. Chiemsee - Germany

B. Discuss American Customs and Host Country Customs and Traditions

1. What makes Americans different? How does the Host Nationals see Americans?

Responses from participants to include:

- a. Brash, arrogant, rich, rude, etc? Do we think that all nations are striving for the American way of life?
 - 1) Most countries do not want that life, they already have a rich culture and live very well without some of the "things" we have.
 - 2) We will have to learn to live without some things to an extent.
 - a. We resist learning another language.
 - b. We tend to refuse to try foreign foods.
 - c. Remember you are the foreigner - you are going to be a guest in their country.
- 2. You can form the strongest friendships of your military career with people you meet overseas (Sponsor - Host National - Landlord - Shipmate?). Ask for experiences of those who have been overseas before.
- 3. We will cover more about customs and traditions later in this workshop.

C. Available Help and Informational Resources

1. Who has not received a Welcome Aboard Package? (pass out welcome aboard request forms which you received from RAP staff - RAP staff mail the forms after the Workshop).

- a. Did you know we have welcome aboard packets from all over the world in our relocation unit. You may read the ones in RAU but cannot take them with you.
- 2. Refer to LIFELines QOL Mail (www.lifelines4QOL.org), SITES (dmdc.osd.mil/sites), the DoD mapsite (dticaw.dtic.mil/mapsite) and provide additional URL sites as noted in the Appendix, Section 6.4.

3. Role of the Sponsor (Very important; if you have a sponsor)

- a. Does everyone have a sponsor?
- b. Write your sponsor - introduce self - telephone if possible
- c. Tell sponsor when and how you will arrive.
- d. Tell sponsor the type of housing you want (on base or on the economy).
- e. Have sponsor send local base paper and magazines.
- f. Will sponsor meet you at the airport?

- g. Which hotel should you use as temporary housing? Why?
- h. Are you signed up for Orientation and Intercultural Relations course?
- i. If sponsor has children you may want to have your children write to the sponsor children.

If you do not have a sponsor:

- 1. If more than 2 months before the move write to the new command's CMC asking for a sponsor.
- 2. If less than 2 months before the move see your present CMC or XO about a message requesting a sponsor.
- 3. Have the group look at the Red Cross cards in their packets. Ask group to fill in the information and send to a relative so they may be contacted in case of an emergency here in the states.

* Sections 4 and 5 are for personnel with these situations only. Because there are very few members in the group who are in need of this information, we ask that they see us at the break.

4. Exceptional Family Member Program

- a. If you have a family member who has special needs (i.e., special education, health needs, handicapped) please see me at the break. Share Attachment 14 with them.

5. Dependents who are not American Citizens

- a. Share Attachment 15 with them.

6. Things to think about before you move. List in a three ring binder entitled MOVE.

- a. Passports - more on this when we talk about travel.
- b. Have you completed your medical screening? Have you been interviewed by Division Officer/Commanding Officer.
- c. Make sure that you have a WILL.
- d. Do you need Powers of Attorney?
- e. Close bank accounts - Open Navy Federal Credit Union Account.
- f. Photo copy credit cards, passports, important papers front and back.
- g. Do you have school records?
- h. Safety deposit box for valuables to stay in the U.S.
- i. Voter registration.
- j. Pick up medical and dental records.

BREAK**III. SHIPPING HOUSEHOLD GOODS****A. Accountability of Household Goods**

1. Photograph every room and any special items of great value or video tape each room with a narrative of you items.

a. Keep a copy for yourself in the important papers you carry on the airplane and send a copy to a family member you can trust or to a trustworthy friend here in the states until you return.

b. You now have proof if there is a question on a claim for lost items etc.

2. Check with your household goods counselor about the weight allowances you will be given. The usually decided according to which are you are being transferred.

a. Do you have a reduced weight allowance?

b. Do you have extra weight allowance for food etc.?

B. Question to Ask When Deciding What to Pack

1. Can I afford to lose this item? You may not want to take family heirlooms, photographs, or antiques.

a. Expect to lose some items in this move or some type of damage.

2. Are appliances furnished at the new command? Some commands furnish washing machines, dryers, stoves, and refrigerators because of the difficulty of using U.S. appliances.

3. What is the electrical current at the new command? The electricity throughout Europe is 220 volts, 50 hertz. Transformers convert only voltage, therefore 110v appliances can be used as long as exact timing or speed is unimportant.

a. Some appliances can be purchased at the Exchange, which will run 220 or 110 with a flip of a switch.

b. Some American appliance manufactures sell conversion kits. Usually it is less expensive to buy new appliances.

c. Stereo equipment here runs on 60 hertz therefore it will run slow in Europe even with a converter.

d. Microwave ovens are not adaptable.

e. If you are taking a computer, buy the best surge protection possible.

f. Reduced voltage and power failures occur regularly in many countries and can have a disastrous effect on appliances.

g. Suggest you unplug appliances when not in use and definitely during thunderstorms.

4. What are some nice to have items to make life easier at the new command?
 - a. Rug or carpet remnants - Many houses on the economy have hard cold floors.
 - b. Book shelves
 - c. Wardrobes—many overseas houses do not have closets.
5. What will the weather be like when I arrive?
 - a. Pack appropriate clothing and family needs in the express shipment which will arrive well in advance of your main household goods shipment.

IV. SHIPPING THE AUTOMOBILE

A. Questions to answer before shipping your automobile

1. Do I need an International Driving Permit? Usually AAA will issue a permit with a copy of your U.S. drivers license.
2. Will my insurance company insure me overseas?
 - a. USAA and Noncommissioned Officers Association will provide overseas insurance. Talk to your own insurance company as well.
3. Where do I get my car serviced? Many parts are not available for American made automobiles.
 - a. Take automobile parts catalogs with you to order spare parts.
 - b. Sometimes it is easier to store a car and buy a used car in country to use while at the new duty station, particularly if it is a country with right hand drivers.
 - c. Take spare parts such as oil and air filters, spark plugs, tune up kit, windshield wipers, belts, and hoses with you.
 - d. Have the car serviced before you leave CONUS.
4. How do I prepare the automobile before shipping?
 - a. Strip the automobile of every removable item unless you want to claim it after you have arrived at the new duty station.
 - b. Make sure tires are in excellent condition and are balanced and front end is aligned.
5. Will my car arrive safely? Maybe—remember your car will travel many miles by different modes of transportation. It is in a fenced area here, but what about on the way? Expect possible scratches and maybe dents when your automobile arrives.
 - a. Take photographs before you release the automobile for shipment.

V. OVERSEAS SECURITY

A. Please read the booklet “Combating Terrorism,” which is in your workshop packets.

1. Terrorism has a long history. The hit and run tactics of guerilla warfare deliberately play on your fears. We have little understanding or knowledge of their causes. Yet Americans are frequently the targets.

2. You can reduce your chances of being targeted by using common sense.

a. Vary your daily routing by changing the time of day and your:

1. Route to work.
2. Jogging route.
3. Route to school.
4. Route to shopping areas.

VI. ALLOWANCES

* Begin by letting the group know that you are not the disbursing officer. We are only letting the group know what is available and that they should contact disbursing as soon as possible (use flip chart with this section).

A. Cost of Living Allowance (COLA)

1. Each command seems to have a different formula. Some factors for calculations are:

- a. Exchange rate of the U.S. dollar
- b. Annual cost of living survey by region where you work (not where you live). Give example—you live in Rome but work in Naples. COLA is based on Naples, which has a lower cost of living than Rome.

B. Overseas Housing Allowance (OHA)

1. More generous than Variable Housing Allowance, which you probably receive now. It is designed to make up the difference between BAQ and real cost of living overseas.
2. Based entirely on grade.
3. OHA is not given if you are living in military housing.

C. Temporary Lodging Allowance (TLA)

1. Can be up to a maximum of per diem (BSA/BAQ) in the area and the size of your family.
2. Can receive for up to 60 days; can be extended but not encouraged.
3. Two parts to TLA; food and lodging to be used accordingly.

D. Dislocation Allowance

1. This is an advance of two months BAQ and should be automatic once you file a travel claim. Make sure you ask—never take anything for granted. It is your entitlement, so ask.

E. Move In Allowance

1. Some commands offer this allowance. Ask to see if you are eligible to receive this allowance.

F. Advanced Pay

1. Can receive up to three months pay but you must pay this back.
 - a. This request must have justification from the CO. Examples are:
 1. Not shipping car and must buy one when arriving at new duty station.
 2. Need expense money to set up household.
2. This advance must be repaid within 12 to 24 months but no longer than the tour of duty.
 - a. Advanced pay is not recommended because it will decrease your paycheck when you will probably need it most.

G. Banking

1. If you use a local bank you may have to pay fees and you may have to pay taxes on the balance of the account.
2. Use Navy Federal Credit Union. Located at most U.S. overseas installations.
 - a. Officers can automatically become members.
 - b. Enlisted can become members after first sea duty or when they have overseas PCS orders.
 - c. Be sure to use direct deposit. Money will be in the account when you arrive.
3. Generally an overseas move will cost more than a CONUS move and will cost more than you will be reimbursed!!!

BREAK

VII. TRAVEL

* Introduce the representative from Navy Passenger Transportation Office (NAVPTO). If there is no representative explain to the group that you are not a travel expert and that the NAVPTO rep is not available then give the following information.

A. Navy Passenger Transportation Office (NAVPTO)

1. NAVPTO provides transportation for military and civilian personnel on official travel overseas on TAD, TDY and PCS orders. They also provide transportation for military and civilian dependents traveling overseas. They provide overseas transportation via AMC (Air Mobility Command) or commercial air flights.
2. If you have questions that concern your personal travel arrangement or pet requirements, please contact your servicing NAVPTO at _____.

B. Passports

1. If a dependent is traveling overseas on PCS orders to an area requiring a passport and they are a U.S. citizen, they must apply for a no-fee passport. NAVPTO cannot arrange transportation if the dependent does not have a no-fee passport.

2. Some areas overseas require the active duty member to have a passport. This must also be a no-fee passport.

3. Fee passports (civilian travel) may be purchased at any main post office or clerk of court. The cost is \$60.00 (see passport handouts).

C. Types of Airlifts used by DOD passengers - AMC flights require an AMC travelope.

1. Category "M" military aircraft serves Keflavic, GTMO, LaJes, Antigua, etc.

a. This type airlift is seldom used; most are category B.

2. Category "B" passenger aircraft chartered by AMC. Offers movies and meals. Flights normally leave from commercial airports.

3. Commercial air is used when no AMC service operates or is unavailable to meet order requirements.

D. Pet Travel

1. You can now book pets on certain AMC flights.

a. Only two pets per family.

b. Government definition of pet is CAT or DOG only.

c. Pets must travel in cages and there is a fee for each pet to travel.

1. If two pets have combined weight under 60 pounds they may travel in the same cage as long as they are compatible. You would only have to pay one pet fee.

d. You must provide a cage when pet is booked on AMC/Category "B".

e. If you are booked on commercial air you will have to contact the airlines to make arrangements for your pet.

f. Personnel must request pet transportation and must attach a copy of health and rabies certificate.

g. Please refer additional questions concerning pets to NAVPTO at _____.

VII. CULTURE AND CULTURE SHOCK**A. Customs and Culture**

1. We talked about customs what makes American different. NOW what makes us Americans? What makes up our present culture? (Write answers on board.) Some answers may be:

- a. Food; what makes ours different?
- b. Schools; what makes ours different?
- c. Speech; is it really English? We speak American slang.
- d. Travel; do we have mass transit? Not like the rest of the world. Americans have a love affair with their automobiles. We have very inexpensive gas to run them. Gas in Europe will be about \$3.00 per gallon.

e. Relationships; Male/Female relationships in America are generally more equal than in most countries. More females work in a job outside the home here than in most countries.

2. American have a more casual life style, more male-female equality, a higher standard of living, and more freedom than most countries in the world.

- a. This causes many people to think of us as brash, arrogant, rich, etc. ARE WE?

B. What is Culture Shock?

1. There are more than 300 definitions for Culture Shock. The one I like best is: (show on flip chart).

a. Culture shock is what happens when familiar psychological cues that help an individual function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible.

2. How do we react to Culture Shock? (use flip chart).

a. Fight—Frustrations may create a hostile and aggressive reaction towards the person or situation that makes you, the visitor, ill at ease. May cause you to react as follows:

- 1. May make derogatory remarks about host nationals.
- 2. Could lead to overt destruction of life and property.

b. Flight—In an effort to overcome loneliness in the host culture, the newcomer, retracts and completely avoids host nationals. Can become chronic and lead to:

- 1. Depression, nervousness, alcoholism, even mental illness.

c. Filter—This behavior is similar to flight, but involves perceptual distortion and denial of reality. This behavior can cause us to:

- 1. Distort the real picture.
- 2. Pretend there is no crime and all host nationals are like us.
- 3. Glorify all things American—all problems of the U.S. are forgotten and we remember only the good things.
- 4. Some go to the opposite extreme and see only good in the host country.
- 5. They go native and embrace completely the host culture, forgetting their own culture.

d. Flex—The ideal adjustment would be to accept the customs of the host country as just another alternative lifestyle and begin using new cues as guidelines for behavior.

1. Suspend judgement of these customs in terms of American values.

2. New set of cues can now be learned.

3. See what is really going on—see how hosts handle life—see what works and does not work.

3. The Adjustment Cycle includes Culture Shock

a. If you recognize symptoms in family members, then you stand a far better chance of helping them cope with the disorientation.

b. Need mutual support and family togetherness.

c. Many families become a single unit at this point because they recognize how important each person was to the others in the family.

d. Remember to adapt to the foreign culture; do not totally adopt the foreign culture (see flip chart).

4. Without training such as this, some families break down because basic survival necessities become so overwhelming that frustration leads to abuse of people.

IX. OVERSEAS ADJUSTMENT A POSITIVE EXPERIENCE

A. Adjustment cycle for Americans

1. As you can see on the handout:

a. Received orders feelings are above normal excitement.

b. Day of leaving feelings have returned to normal but excitement is now up again and will continue for about 3 months.

c. Feelings begin to fall below normal about the 4th month as life begins to no longer be viewed as an adventure but now every day living. The feelings will continue to go down until you coping skills increase from what you are learning today.

d. Somewhere between the 9th and 16th month your feelings begin to go back to normal and rise above normal as you have adjusted and are making a great adjustment.

e. The cycle for most Americans is as follows.

1. 40% have a good adjustment - great performance at job.

2. 50% have an adequate adjustment - do their job well

3. 5% are unable to adjust either turn native or hide at home - poor job performance.

4. 5% cannot cope - breakdown, alcoholism, drug abuse.

2. You will experience Culture Shock no matter how often you have traveled before even if you are going back to the same duty station. Things have changed.

3. Accept things as neither better nor worse than the way they are at home, they are different. This is the difference in living there and visiting there. Those little things we

think are cute when visiting become insignificant irritants that can build into overwhelming problems such as:

- a. Parking
 - b. Walking through the streets
 - c. Traffic
 - d. Getting the correct change or not getting the correct change
 - e. Identifying the correct bus stop
 - f. Validating bus tickets
 - g. Reading signs and maps
 - h. Crowded buses
 - i. All the funny smells
4. Ways to make a good adjustment
- a. Do not compare everything with the U.S.A. or here.
 1. Traffic
 2. Garbage
 3. Cost of Living
 4. Telephones
 5. Exchange
 6. Commissary
 - b. Keep an open mind and all the little problems will become achievements.
 1. Will become second nature.
 2. You will be showing new arrival to the area the ropes you are now an old salt.
 - c. Do Something - Once you have gotten over jet lag and are still in the hotel find the USO or SATO.
 1. Sign up for a 1/2 day bus tour of the area or a 1 day family tour on the weekend
 - d. Keep active:
 1. Join a sports team, play tennis, lift weights, learn a new sport.
 - e. Join in with people:
 1. Professional Societies
 2. Wives Groups
 3. Church Groups (CREDO)
 4. Children's Groups
 - f. Volunteer:
 1. Red Cross
 2. Church
 3. Navy Marine Corp Relief Society
 4. NFSC

5. Somewhere you are needed on the local economy
- g. Go back to school - usually prices are cheaper at overseas duty stations.
 1. Learn a new language
- h. This is a fantastic opportunity to grow together as a family. Children are the ones with the most to gain.
5. Leave them with two questions to answer on the way home.
 - a. What will you miss and how will you compensate?
 - b. What are you looking forward to in the Host Country?
6. Ask the group if there are any questions and have them fill out the evaluations forms in their workshop packets.

Attachment 2

PRESS RELEASE

Release Date: For immediate release

Point of Contact:

Attention: Military News Editor

Overseas transfer workshop designed to help ease the fear in planning an overseas move. NFSC is sponsoring an Overseas Transfer Workshop on _____. Topics covered are: Planning your move, allowances, shipping household goods, culture (theirs and ours), and overseas adjustment. Attendance is encouraged for any active duty member with overseas orders and their family members 12 and over. For more information or to register, call _____. The deadline for registration is _____.

Attachment 3

NO FEE PASSPORT
REQUIREMENTS

1. DD Form 1056

- A. Authorization to apply for a no-fee passport.

(Typed and signed)

2. Photographs:

- A. Two (2) identical 2" X 2" photos

3. Proof of citizenship: (one of the following)

- A. Birth Certificate: (Must have state seal)
B. Previous Passport (with at least 5 years of validity)
C. Naturalization Certificate
(Otherwise see passport agent)

4. DSP Form 11: (Passport Application)

- A. Anyone thirteen (13) years of age and above must appear in person before a passport agent to sign Application. Natural parents or court-appointed legal guardians must sign for children 12 years or younger.

5. Identification: (one of the following)

- A. I.D. Card
B. Drivers License
C. Previous passport.

Attachment 4

FEE (TOURIST) PASSPORT REQUIREMENTS

1. Photographs

- A. Two (2) identical 2" X 2" passport photos

2. Proof of U.S. Citizenship (one of the following)

A. Birth Certificate - must be valid, certified copy with and official state seal, authorizing signature, and filing date within one year of birth. (Hospital copies and notarized copies ARE NOT acceptable.)

- B. Previous U.S. passport with at least five years of validity.

- C. Naturalization Certificate.

3. DSP Form 11 (Passport Application)

A. Anyone 13 years of age and older must appear in person before a passport agent to sign application. Natural parents or court-appointed legal guardians must sign for children 12 years or younger.

4. Identification (one of the following)

- A. Government I.D. card

- B. Driver's license

- C. Previous U.S. passport

5. Fee

- A. \$60.00 - Persons 18 years of age and older

- B. \$45.00 - Persons 17 year of age and younger

6. Where to apply

- A. Any main post office

- B. With clerk of court

Attachment 5

ADJUSTMENTS TO OVERSEAS LIVING

A. Personality traits that suggest a positive adjustment to a foreign culture

1. Flexibility and Adaptability
2. Communicativeness
3. Resilience
4. Patience
5. Self-Awareness
6. Self-Respect
7. Initiative
8. Motivation
9. Empathy
10. Curiosity
11. Acceptance or tolerance
12. Open-Mindedness
13. Non-Judgmental
14. Ability to Fail ***
15. Low Expectations ***
16. Sense of Humor ***

*** Listed most often by experts

B. Strategies for coping with Adjustment

1. Gather all the information you can about the place/people (new base, culture, community, country, schools, etc.).
2. Do not surround yourself with Americans who are complaining or putting down host nationals.
3. Learn the language.
4. Stop comparing. So what if your last assignment was nice and more convenient. You are not there not.
5. Accept the weather. Dress for it and then forget it.
6. Each member of the family would give others appreciation, encouragement, and help. Discuss reactions and problems together. Good communications and a sense of community are the emotional miracle drug.
7. Go somewhere—anywhere—and explore your surroundings.

8. Do something, whether you join a drama group, learn to repair a car, ride a horse, catch a tuna, enroll in college classes, take pictures, catch up on your reading, learn to paint...you get the idea?

9. Accept an invitation, such as a wedding, fiesta, or dinner. Find out what is expected of you and GO!

10. Laugh. You are a thousand miles from home, your car will not run, the housegirl did not rinse all the soap out of your underwear. Laughing will not change anything, but it will help you see things in perspective, and you will feel better too.

Attachment 6

EXCEPTIONAL FAMILY MEMBERS

The EFM program is a mandatory enrollment program per OPNAVINST 1754.2A that identifies long-term medical and special education needs of family members and ensures assignment consideration of those needs when transferring. This program is open to any authorized family member who meets the following criteria:

- Physical, emotional or other handicap
- Long-term chronic illness
- Long term special education needs
- Enrolled in DEERS
- Residing with sponsor

Sponsors should enroll in the program at the earliest opportunity but at least 10 months prior to assignment. This early identification allows a detailee time to work with the member in planning the next assignment, taking into consideration the special needs of the exceptional family member. For additional information regarding the EFM program, contact your local NFSC Information and Referral Specialist.

Attachment 7

REGISTRATION INFORMATION FOR DoD SCHOOLS

ATTENTION PARENTS OF SCHOOL-AGE CHILDREN

The following is required to register in DOD schools

NEEDED TO REGISTER:

1. Last copy of report card.
2. Copy of student transcript (if available).
3. Last school address.
4. Copy of orders. (Name and birth date of dependents should be listed.)
5. Copy of approval of dependents' entrance onto the Base. (This is required if dependents and birth date are not listed on orders.)
6. Sponsor ID card.
7. Full address of sponsor (Command, box number, duty phone).
8. Emergency contact (Name and telephone number).

4.3.2.2.1 COUNTDOWN TO AN INTERNATIONAL PCS MOVE**THREE MONTHS CHECKLIST**

- ☐ Contact your sponsor as early as possible, or if you do not have a sponsor, submit a sponsor request form (NAVPERS 1330/2) through your present command.
- ☐ Obtain individual passports for each member of your family.
- ☐ Contact your local PSD for a copy of the Overseas Living Conditions Report.
- ☐ Make an appointment with the nearest Household Goods Office and set up for your pack out.
- ☐ Arrange for any necessary inoculations.
- ☐ Schedule eye examinations for all members of the family and arrange for duplicates of eyeglass prescriptions as well as an extra pair of glasses for each member using glasses.
- ☐ Obtain certified copies of any marriage license, divorce decree, naturalization or citizenship paper, birth certificate, adoption paper, or other paper needed to show official status.
- ☐ Renew driver's licenses so they will be valid when you return to the U.S. Obtain an International Driver's License through the American Automobile Association for use in countries where valid. Applications are also available from OTIS.
- ☐ Coordinate travel plans with your PSD Office in accordance with orders (e.g., report no later than, report no earlier than, leave authorized, concurrent travel, no concurrent travel). In some countries, concurrent travel for dependents will not be authorized because of housing limitations. Dual military couples with children must be particularly aware of this and make sure they discuss it with detailers early in the detailing process. Staggering of PSDs may be an option. Make certain you make travel arrangements for the transporting of your pet if applicable.
- ☐ If shipping a pet, check with your PSD Office for current regulations. Some countries require certification of the veterinarian's examination, and shots must be scheduled so they are no more than 10 days old.
- ☐ Arrange to have all or part of your paycheck deposited directly into a U.S. bank. This can be done through the Disbursing Office at your current command.
- ☐ Confirm that the automobile you plan to take is acceptable at your new command (e.g., pollution standards).
- ☐ Purchase selected spare parts if you are going to a command with minimal service facilities (e.g., tires, fan belt, windshield wipers, and various hoses).
- ☐ If retaining your U.S. auto insurance, check to see that it covers the country of destination. If you insure overseas, some insurance companies will give reduced rates if you produce a letter from your U.S. company showing an accident-free record.
- ☐ If you rent a house or apartment or live in quarters, inform your landlord or the housing office of your date of departure in writing.
- ☐ Single parents/dual military couples with children must be sure to update the Dependent Care Certificate (OPNAV 1740/1), which is available at your local Personnel Support Detachment. This is a certificate that allows a designated adult to care for your children in your absence.

TWO MONTHS CHECKLIST

- ☐ Write your sponsor or command of your travel arrangements (departure from U.S., en route stops, carrier, arrival date and time, and number of dependents accompanying you).
- ☐ Notify your children's schools of impending travel plans in the event special examinations must be scheduled to allow for completion of term work. Request sufficient grade reports, test results, teacher evaluations, and samples of work to facilitate grade placement at your new command. Arrange for transcripts to be sent.
- ☐ Obtain an international telephone charge card...it saves money!
- ☐ Rent a safe deposit box for important records and arrange another relative or friend to have access to it.
- ☐ Advise each adult member of the family to leave an up-to-date will, properly witnessed, with the original placed in your safe deposit box. Retain a copy in your possession.
- ☐ Consider drawing up a Power of Attorney to be left with a lawyer, relative, or friend so that you have someone who can act legally in your behalf while you are stationed overseas.
- ☐ Notify stores of all charge accounts you wish to terminate.
- ☐ Consider making contact with a "personal shopper" at one or more stores (e.g., shoe store) if you wish to order merchandise by mail. Obtain catalogs from mail order stores.
- ☐ Check with your sponsor for any essential items that are unavailable or prohibitively expensive at your new command.
- ☐ Obtain change of address kits for the Post Office and send them to your local Post Office, Federal and State Income Tax Bureaus, County Treasurer, Department of Motor Vehicles, magazine and book club subscription departments, insurance firms, credit card companies, stores with which you have accounts, and any companies in which you own stock.
- ☐ Survey your possessions so that you can have items repaired and cleaned that you plan to put into storage or shipped to your overseas location.
- ☐ Obtain a written appraisal of valuable items such as antiques, jewelry, furs, and paintings. To obtain an appraisal, check with a professional who deals in the kind of valuable you have (e.g., for antiques, check with an antique dealer).
- ☐ Prepare a general inventory of all household and personal possessions by room, closet, attic, and garage for your own use and so that you will be able to make an accurate estimate of their value for insurance purposes. Remember to include things such as books, pictures, silver, china, glassware, linens, cameras, as well as furniture and appliances.
- ☐ The government will ship only one privately owned vehicle for you. Visit your Personal Property Office to fill out a DD Form 828 (Motor Vehicle Shipment Application). Take copies of your orders for the application. While there, ask about the ports convenient to you which have service to your new duty station.
- ☐ Make an appointment with your car repair shop and give them the following checklist:
 - _ Ensure the motor is in good operating condition.
 - _ Ensure the windshield wipers operate.
 - _ Ensure the brakes (foot and hand) are adequate and in good operating condition.
 - _ Ensure the lights are operative and properly adjusted.

- _ Ensure the horn operates.
- _ Ensure the exhaust systems are in good condition.
- _ Ensure head lamps, rear lamps, windshield, and windows are not broken and free from cracks.
- _ Ensure the body and fenders are free from rust and major body damage.
- _ Ensure the battery is fully charged.
- _ Ensure the cooling system contains sufficient antifreeze to prevent freezing in transit.
- _ Ensure the vehicle is thoroughly cleaned and the surface of undercarriage does not contain any foreign matter that might harbor insects.
- _ Ensure a complete set of keys is available to turn in with the vehicle.
- _ Remove hubcaps and tools and pack in express shipment for immediate access.

ONE MONTH CHECKLIST

- ☐ Decide what should be included in the accompanying air baggage. Remember that this baggage will contain the only possessions you will have for several days after arrival. Check with the airlines for the maximum allowable baggage weight.
- ☐ Decide items to send as your express shipment that will enable you to set up light housekeeping at once. It might be 1 to 4 months before your surface shipment arrives.
- ☐ Reminder--if taking a pet, make an appointment with a veterinarian no more than 10 days before departure for your pet to have required shots.
- ☐ Provide your relative with specific information on how to mail letters and packages to you. Also give them the telephone number for the Red Cross so they can notify you immediately in the event of serious illness or death in the family. This speeds Red Cross verification for authorization of emergency leave.

Provided by the Family Service Center

4.3.2.2.2 INTERNATIONAL PCS PREPARATION

SUGGESTED LIST FOR EXPRESS SHIPMENT

- | | |
|--|---|
| <input type="checkbox"/> Clothes for current climate | <input type="checkbox"/> Measuring cups and spoons |
| <input type="checkbox"/> Sheets, pillows and cases, blankets, towels, and washclothes | <input type="checkbox"/> Salt and pepper shakers |
| <input type="checkbox"/> Small portable radio | <input type="checkbox"/> Calendar |
| <input type="checkbox"/> Clock (battery or wind) | <input type="checkbox"/> Small assortment of spices and flavorings that are used regularly (tape bottles shut, put into plastic bags, and seal) |
| <input type="checkbox"/> Flashlight | <input type="checkbox"/> Iron and ironing board |
| <input type="checkbox"/> Toys for small children | <input type="checkbox"/> Baby items if necessary |
| <input type="checkbox"/> Books or hand work for relaxation | <input type="checkbox"/> Stereo system with a few CDs or tapes |
| <input type="checkbox"/> Cookbooks if needed | <input type="checkbox"/> Television set |
| <input type="checkbox"/> Small assortment of tools | <input type="checkbox"/> VCR (if applicable) and a few tapes or games |
| <input type="checkbox"/> Writing paper, pens, pencils, and envelopes | <input type="checkbox"/> Short-term supply of special dietary foods |
| <input type="checkbox"/> 2 or 3 small table lamps | <input type="checkbox"/> List of all assets and liabilities including personal valuables with data on any insurance coverage, personal debts owed to you |
| <input type="checkbox"/> Pots and pans, bakeware, and coffee pot (nonelectric) | <input type="checkbox"/> Employment records for each adult--names, places, dates, and copies of any instrument entitling employee or survivors to special benefits such as insurance, pensions, and stock options |
| <input type="checkbox"/> Casserole dishes | <input type="checkbox"/> Income tax papers and significant tax returns (Statute of Limitations is 3-6 years) |
| <input type="checkbox"/> Dishes, knives, forks, and spoons (amount needed for family) | |
| <input type="checkbox"/> Plastic bowls, canisters, and colander | |
| <input type="checkbox"/> Spatula, large spoons, can opener (nonelectric), kitchen knives, grater | |
| <input type="checkbox"/> Dish pan, rack, and drainer | |

CHECK LIST: WHAT TO CARRY IN TRANSIT

Following is a list of important papers and miscellany you should carry with you to your new duty station. Never put these documents in your baggage that is checked; keep them in your possession at all times.

- ☐ Passport for each family member
- ☐ Travel Orders
- ☐ International Immunization Records for each family member
- ☐ Pet's shots certificates and other travel documents
- ☐ Travelers checks
- ☐ Credit cards (internationally recognized ones are often helpful at your duty station)
- ☐ Host nation currency
- ☐ Copy of emergency data
- ☐ Mini first-aid kit
- ☐ Copies of insurance policies (i.e., insurance policy on household effects; policy and written appraisals on separately insured valuables; life, medical, disability, and group insurance policies, amount and beneficiary of each policy with their names, addresses, and insurance policy on your automobile)
- ☐ Social Security Cards for each family member
- ☐ Power of Attorney
- ☐ Copy of Wills
- ☐ Medical and dental records for each family member
- ☐ List of charge accounts and credit cards with numbers
- ☐ Inventories of accompanied baggage, possessions in storage, express, and other household goods shipments
- ☐ Copy of packer's inventories
- ☐ Receipt for baggage
- ☐ Inventory of safe deposit box contents
- ☐ Extra passport size photos for each family member for use on arrival at new duty station
- ☐ Car papers (if applicable) including record of car serial and motor numbers and an extra set of car keys
- ☐ Certified copies of birth certificates for each family member, marriage licenses, divorce papers, and proof of citizenship if a naturalized citizen. (Original naturalization papers can never be replaced, so it's best to carry only copies of these documents.)
- ☐ List of all bank accounts (with addresses and account numbers) including names of persons authorized to make withdrawals and sign checks
- ☐ Medical history of each family member. (This might be difficult to collect overseas if parents are deceased or if necessary for insurance purposes.)

CHECK LIST OF SUGGESTED ITEMS TO CARRY IN YOUR BAGGAGE

- ☐ A list of the serial numbers of all electronic equipment
- ☐ Extra pair of eyeglasses
- ☐ Extra diapers, baby food, snacks, and patience
- ☐ Copy of sponsor's orders inside each piece of baggage
- ☐ A few favorite toys, games, and books for children
- ☐ Travel alarm clock
- ☐ Pocket sewing kit
- ☐ Clothes for new climate during transition

4.3.3 OCONUS RELOCATION SUPPORT

One of the most exciting yet challenging stages in a Navy service member's career is the opportunity to serve at a command located Outside the Continental United States (OCONUS). Duty assignments can take the service member almost anywhere including Alaska, Italy, and even Antarctica. In order to successfully complete an overseas tour, the service member and his or her family will need significant information and support to assist them with destination area information, settling in, and so forth. This section of the Desk Guide includes concrete resources that are available to both relocating personnel and FSC RAP staff who are assisting the service member. These resources can be integrated into one-on-one relocation counseling (Section 4.1.2), available for direct client access (Section 4.3.1.1), or integrated into the Overseas Transfer Workshop (Section 4.3.2.2)

4.3.3.1 OVERSEAS DUTY SUPPORT PROGRAM (ODSP) SERVICES

The Overseas Duty Support Program (ODSP) is a significant contributor to achievement of the Navy's mission. It plays an important role in the promotion of the personal excellence of Navy members and the well-being and satisfaction of the families.

ODSP is in part the outgrowth of the significant changes in the program since its inception as intercultural relations (ICR) training in the early 1970s. For example, ODSP now provides strong support for the Navy's operational requirements through a comprehensive and integrated package of services in all stages of the overseas tour cycle. It is closely integrated with the overall personal support systems of the Navy and reflects current perceptions of the critical role played by the family in a member's performance and decision to reenlist.

The mandate of ODSP is to

- * Promote the Navy's mission of operational readiness
- * Enhance the ability of members and families to have a positive and productive tour in the host country's unique environment
- * Sustain positive relations with host countries where the Navy operates
- * Increase command knowledge, readiness, and effectiveness in ODSP matters

The populations served by ODSP include any active duty service member, his or her immediate approved family, and civilian employee working overseas in connection with Navy business. That is, they include anyone from the sailor on a one-day liberty pass to a service member assigned to a PCS tour. The target populations can be categorized as short term—those on liberty or short overseas duties or visits deploying units—and long

term—those sent on PCS orders. The bulk of ODSP resources are directed toward the long-term overseas populations, although deploying units receive significant support as well. From an initial focus on the diplomatic aspect of overseas tours, the program's goals have been broadened to include an emphasis on productivity, performance, and career satisfaction.

ODSP now offers a range of services designed to enhance the Navy's mission while assisting service members and their families in the creation of a rewarding overseas experience. This change reflects the Navy's recognition of the importance of successful overseas tours to its mission and to the development and retention of professional and satisfied personnel. Appropriate intervention and assistance can play a positive role in creating the conditions for a good tour. Given recognition of the strong influence exercised by the family on a Navy member's career and the high percentage of members with families, ODSP is now included under the Personal, Family, Community Support Division, (NPC-66).

ODSP is still evolving. The program is being refined and upgraded to ensure that each duty station offers a comprehensive set of services, tailored to local conditions and needs. Other goals include clarifying and strengthening the linkages between ODSP CONUS and OCONUS and between ODSP and the other operational and personal support systems of the Navy and the civilian community, developing key activities such as reentry programs, and initiating these system-wide.

Immediate responsibility for ODSP is assigned to NPC-662 under Relocation Support Section. Therefore, the primary burden of implementation rests with the Family Service Center (FSC). Where there is no FSC, the base commander designates the responsible unit. However, many other commands are directly involved in service delivery, as in the case of screening or the sponsor program.

Standardized Overseas Activities

There are four stages of the overseas tour to which specific ODSP activities abroad are geared:

- * Arrival. Sponsor program, orientation program (base indoctrination, crosscultural orientation and training).
- * Mid-tour Slump. Information and skill-building seminars.
- * Ongoing activities. Deployer assistance, foreign-born spouse program, screening, terrorism workshops, overseas homeport transfer, crosscultural facilitation activities.

- * Departure. Logistical support, workshops relating to closure, and preparation for reentry adjustment.

The ODSP mandate is met by

- * Ensuring that only suitable candidates are assigned overseas.
- * Providing personnel and families assigned overseas with the knowledge and skills to adapt to the new environment and to serve as exemplary representatives of their government.
- * Affording continued support and assistance in dealing with expected and unexpected problems.

Although people assigned overseas receive ongoing support throughout the tour cycle, special emphasis is placed on the key transition points: the period before departure, the time of arrival in-country, and the time of reentry to CONUS.

A primary resource in implementing a successful ODSP is the Overseas Duty Support System Relocation Manual issued by NPC-66.

An important point is that the support of the operational commands is extremely important to the successful implementation of ODSP, particularly in terms of making service members available.

4.3.3.2 COMPUTERIZED DESTINATION INFORMATION/RELOCATION DATABASE

For current information on overseas duty stations, visit the new LIFELines QOL Mall's "Overseasmanship Store." (www.lifelines4qol.org). An invaluable resource, this site allows you to access immediate answers to your specific overseas transfer questions. Also refer to alternate web site listings as noted in the Appendix, Section 6.4.

4.3.3.3 CULTUREGRAMS

Culturegrams, which are updated annually, are moderately priced resources providing a wealth of information on more than 100 countries throughout the world. The culturegram, published by Brigham Young University, is a beneficial tool in "Building Bridges of Understanding." Each culturegram is a four page pamphlet which outlines

1. Customs and courtesies
2. The people
3. Lifestyle
4. The nation
5. Where to obtain further information

To order specific culturegrams (\$6.00 each) or a complete set for your resource library (\$4.50 each/2 or more), contact:

Brigham Young University
David M. Kennedy Center for International Studies
Publication Services, 280-HRCB
Provo, Utah 84602
(801) 378-6528

or visit the web site at: (ucs.byu.edu/acadvp/kenncent/publications)

4.3.3.4 LANGUAGE TAPES

Language tapes are another important resource to support Navy personnel and their families transferring OCONUS. Language tapes can be ordered for your RAP Resource Library from:

Commandant
Defense Language Institute, Bldg. 636A
Catalogue Materials
Presidio of Monterey, CA 93944
Attn: ATFL-OPP-PP
(831) 242-5746

In addition to providing a comprehensive language study course, the resources from the DLI package also include a "Cultural Notes" book on each country. These books provide important information on geography, history, religion, and lifestyle of the country.

PART 5. APPENDIX A: BASIC ISSUES IN INTERCULTURAL RELATIONS

Dr. Gary Weaver,
American University

5.1 INTERCULTURAL RELATIONS TRAINING IN THE U. S. NAVY

For more than 30 years the U. S. Navy has prepared naval personnel and their families to move overseas and return home. This intercultural relations (ICR) training decreases adjustment stress and provides the necessary cross-cultural understanding and communicative skills to more effectively interact with local nationals overseas.

Any move from one social environment to another causes stress. Leaving home to go to summer camp, college, or boot camp is difficult because we are leaving a comfortable and predictable world to enter one in which there is discomfort and uncertainty. We miss the food, climate, and people from home and must adapt to a new physical and social world. Moving from our home culture to a new culture is even more stressful than simply relocating within our own culture because the differences are so much greater.

During periods of stress, we cannot be very productive. We are distracted and our emotional and physical well-being is compromised. It is in the interests of the sailor and the Navy to make this stress period as mild and brief as possible.

ICR training gives sailors the cross-cultural competencies to more effectively perform their jobs overseas, and it makes their sojourns more personally rewarding and satisfying experiences. The knowledge and skills developed in ICR training also minimizes the severity and duration of their cross-cultural adaptation stress (culture shock) when they enter the overseas culture and their reentry transition stress (reverse culture shock) when they return home.

5.2 BASIC INTERCULTURAL TERMINOLOGY, CONCEPTS, AND ISSUES

5.2.1 TERMINOLOGY

Terminology commonly used in ICR is often confusing and thus contributes to misunderstanding of concepts and issues. For example, *cross-cultural communication* usually refers to the contrast and comparison of various aspects of different cultures. That is, how do people raise their children in Italy compared to Germany? *Intercultural communication* is an examination of what happens when people from different cultures

interact or conflict. However, in everyday language, the two terms are often used interchangeably.

Intercultural relations includes both areas of study and is much more broadly concerned with issues such as culture shock, cross-cultural negotiation and conflict, diversity training, multicultural management, and so forth. The focus is generally interpersonal communication.

When we broaden our scope to include messages transmitted across national boundaries, we enter the realm of international communication. The field then includes international relations, diplomatic exchanges, mass communications, telecommunications, propaganda, and so forth.

Intercultural, cross-cultural, multicultural, or international *education* deals with formal learning in a classroom setting. It could be highly didactic or more interactive and participatory. Nevertheless, information generally flows from the teacher to the student.

Training involves the acquisition of various skills such as communicative, interpretative, and analytic. These skills are not learned by listening or reading but rather with hands-on experience. Thus, most intercultural training involves some experiential exercises, games, simulations, or role plays.

The term *cultural briefing* is often used to give basic information on a particular area of the world or a specific culture. It might include the geography, history, religion, and political or economic system of a country. Cultural orientation means going beyond briefing to actually consider how one adapts to a new culture, the process of interaction especially on the personal level, and how one learns cross-cultural communication and analytical skills.

In most comprehensive ICR training, cultural briefing and orientation components and educational and training approaches overlap. Learning is culture specific and general, involving the acquisition of information and understanding. It is necessarily both intellectual and experiential because the goal is to give understanding and skills.

People from different backgrounds learn differently. Whereas a training designed for college students may be highly participatory and involve many games, business

executives from Germany may not be as comfortable sitting on the floors and writing their ideas on newsprint. Americans may want interaction with instructors, whereas some Africans or Persians may believe that the instructor ought to impart knowledge and be much more directive.

5.3 TYPES OF INTERCULTURAL TRAINING: CONTENT, APPROACH AND PURPOSE

ICR predeparture and arrival relocation training gives sailors specific information about their overseas assignments and increases their enthusiasm for the adventure of relocating overseas. It should brief them on many basic aspects of their stay overseas--costs of living, safety, childcare and education, food, weather, local cultural and historic sites, the people and their customs, and so on.

5.3.1 CULTURE-SPECIFIC INFORMATION

A large part of predeparture training involves imparting specific information on the local culture and the process of relocating. It is briefing, not orientation. Until this information is given, sailors and their families are unlikely to be concerned about intercultural matters. They want and need "survival information."

Culture-specific information is important because it may decrease anxieties about moving overseas. Equipped with this information, sailors have the confidence that they "know the basics" and can "hit the ground running." There is less confusion and ambiguity about the local culture and this uncertainty reduction makes sailors feel more comfortable about their move overseas.

The more sailors know about local people--their child-raising practices, religions, and customs--the less likely they are to dehumanize and engage in prejudicial behavior toward them. It is easy to be "down" on people during a conflict or crisis situation when we really don't see them as human beings. However, when we know something about their culture we see them as human beings. When we look in their faces, we see our own family members.

5.3.2 CROSS-CULTURAL ORIENTATION

After survival concerns and issues are addressed, most sailors are ready for cross-cultural or intercultural orientation. This training helps sailors become more aware of the impact of culture on their own behavior and the behavior of local people. However, it is much more than just a list of basic dos and don'ts or culture-specific information.

They should be able to understand how internal culture--values, beliefs, thought patterns, worldviews, and so forth--motivates behavior and shapes communication.

Cross-cultural orientation training gives sailors the confidence that they can understand or analyze most situations overseas and anticipate how local nationals will react to their behavior. To a certain extent, they begin to become practicing cultural anthropologists.

Although cultural briefing imparts information, cultural orientation offers understanding and allows students to develop cross-cultural communicative and analytical skills. One cannot learn to communicate or analyze by listening to lectures or reading books. One must do it. Thus, orientation requires sailors to participate actively in learning.

ICR training helps sailors and their families to interact more easily with local people and explore the new social and physical environment. They also develop coping strategies for dealing with their adjustment stress and thereby improve the sailor's ability to perform his or her duties overseas.

5.3.3 REALISTIC CULTURAL EMPATHY

ICR orientation helps sailors to understand the internal culture of another people--their values, ways of thinking, worldviews, and so forth. Information is knowing what people do. Understanding is knowing why they do it. To truly understand why other people behave as they do, you must get inside their heads to know what is important to them, the ways in which they think and solve problems, and how they perceive the world and other people.

The goal of ICR orientation is to help sailors to develop realistic cultural empathy. This does not mean sympathy--an external emotion or feeling. Sometimes this is appropriate, but it will not lead to much cross-cultural understanding. Empathy does not mean "identification with." This means being like another person. Few things are more obnoxious than an Anglo-American trying to behave more Japanese than a Japanese for instance. One cannot deny one's own culture. Empathy does not mean "agreement with." One does not have to accept or agree with the behaviors of other people or their beliefs.

However, if the desire to understand why others behave as they do is genuine, then one must get inside their heads to know what they value, how they perceive reality, and how they think. Only then can other people's behavior be explained and their response to words or behavior be predicted or anticipated. This is very realistic.

There is also an assumption that people who share the same experiences or social environment have roughly the same worldviews, basic values, and thought patterns. Thus, we can speak of realistic *cultural* empathy.

5.3.4 WHAT INFORMATION, WHEN, AND HOW?

The types of information that sailors want and need will vary depending upon the time it is given. During the months or weeks before departure, they are likely to be interested in cross-cultural orientation--understanding the dynamics of cross-cultural communication and adaptation. Again, this type of training should be interactive and experiential to allow for the development of communicative and analytic skills.

However, immediately before departure or at the time of arrival, sailors are most interested in culture-specific briefing or survival information that can be presented in a straightforward, didactic manner: food, weather, currency, clothing, where to shop, housing, and how to use local transportation and communication. Much of this information can be acquired in formal training, videos, CD-ROMS, or via the Internet. At this time, they are unlikely to want to hear about the dynamics of cross-cultural interaction.

Survival and interaction information can be combined in ICR training. However, as Figure 1 suggests, the emphasis on the type of information and training approach should vary throughout the sojourn.

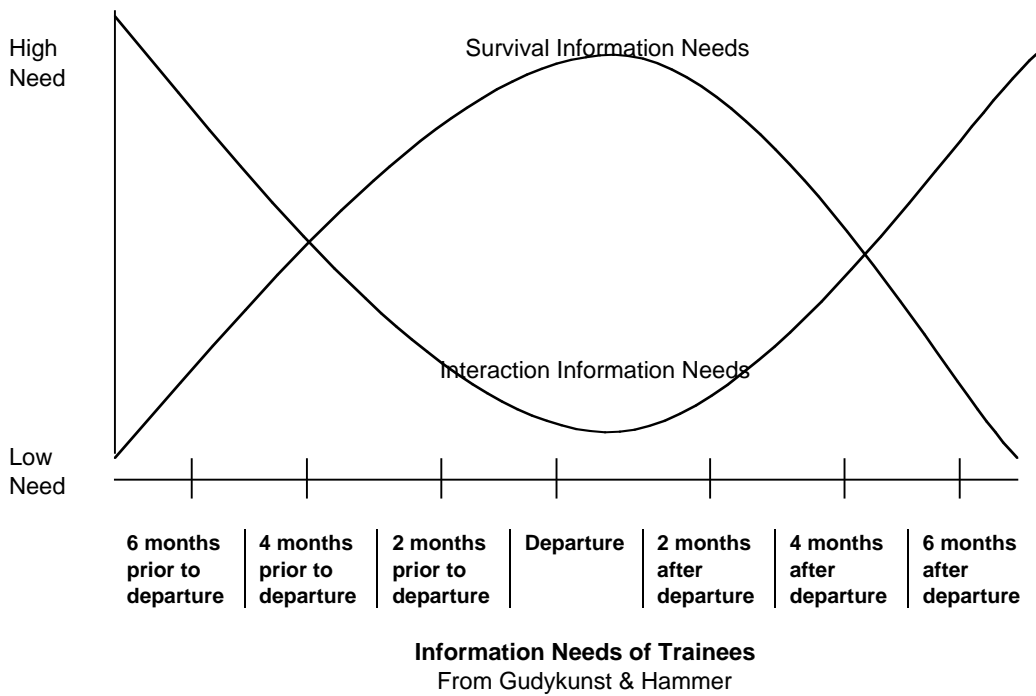


Figure 1. Information Needs of Trainees.

When sailors are settled in the country for a few months, more ICR orientation training that emphasizes interaction and adaptation can be offered. They are no longer preoccupied with survival needs. Because they have actually interacted with local nationals, cross-cultural misunderstanding, culture shock, and even intercultural conflict are no longer abstractions.

5.3.5 FIRST, GET THEM OFF THE BASE

It is often extremely difficult to get sailors off the base. Many are afraid to try the food, use public transportation, or to interact with local nationals. They have an almost phobic reaction to the local culture. However, as with most phobias such as fear of flying or public speaking, systematic desensitization and counterconditioning are usually effective. This means patiently encouraging and rewarding short ventures into the local scene with experiences that are rewarding and pleasant.

ICR training then becomes very basic with clear short-term goals such as "eat local food," "take public transportation," or "greet people in the local language." This may require some creative programs that will encourage short trips into the local community using taxis, buses, or trains. Small groups of sailors could join local

nationals to visit restaurants or sporting events. Local nationals and other sailors who have successfully adapted to the local culture might serve as mentors to arriving sailors or their families. "Survival" language courses could also be offered.

The goal is to bring sailors into the overseas culture where they see and interact with local people. These interactions cause them to be more interested in intercultural issues and they will have concrete experiences from which they can ask more in-depth questions about the local culture.

5.4 WHAT IS CULTURE?

There are thousands of definitions for the word "culture" in American social science literature because it is a concept or an abstraction. You can't touch it or see it, yet we know it exists because people from the same society tend to have the same basic set of values, beliefs, behaviors, and worldviews. Something causes this to happen--culture.

A simple definition of culture is that it is the way of life of a group of people passed down from one generation to another through learning. It includes their customs, values, beliefs, worldviews, thought patterns, and communicative styles. It is not biological or genetic but instead acquired unconsciously and informally simply by growing up in a particular society.

Culture is not art, music, food, or literature. These are the artifacts, relics, or result of culture. We can examine these results of a culture of a group of people and then infer that they have a particular system of values, worldviews, and way of thinking. But, these are not, in and of themselves, culture.

Culture also offers a sense of belonging and a way of perceiving reality. We share basic values and assumptions with others in our culture and thus identify with them. When we say "as a Catholic, I believe that..." we are stating that we, as members of the culture called "Catholics," tend to look at the situation this way.

5.4.1 AVOIDING STEREOTYPES

Culture is a generalization. There are exceptions of any cultural characteristics we might attribute to the American people or any other group of people. Simply because we can find exceptions to our generalizations is no reason to discard the concept of culture. It is still very useful for explaining the behavior of a group of people, as long as

we acknowledge that our characterizations could never apply to everyone in every situation.

There is a great difference between a cultural generalization and a stereotype. When we stereotype we apply our generalizations to everyone in every situation. We do not acknowledge that there are exceptions. With a cultural generalization, when it is no longer useful or accurate, we get rid of it. It is only a plausible first guess as to why people behave as they do. However, with a stereotype we cling to our generalization long after it has lost its usefulness or accuracy.

It is also important to accept the reality that we are all individuals. We may have had the same grade school teacher who taught us how to write, yet each of us has our own characteristic handwriting style. To put it another way, every tree in the forest is unique. Nevertheless, we can still talk about categories of trees and discuss their differences and similarities--pine trees, oak trees, or maple trees.

5.4.2 PRIMARY ENCULTURATION AND SECONDARY ACCULTURATION

The culture we learn during childhood tends to be our primary culture and stays with us for the rest of our life. The process of learning our first or primary culture is termed "enculturation." Because it was learned so early in life, we are usually unaware of our primary culture until we leave it and interact with those who are culturally different.

Many people fear that somehow if they really adapt to another culture, they will lose their primary culture. Exactly the opposite is true. As long as we are surrounded by people who think the way we do and share our values, beliefs, worldviews, and ways of thinking and interacting, we take our own culture for granted. But when we are immersed in a social situation with people from other cultures, we become more consciously aware of our own culture. The irony is that the way in which we find our primary culture is to leave it and interact with people from other cultures.

One need not go overseas to experience this cultural awareness. When a young man from rural Georgia moves to New York City he does not become a New Yorker. Rather he becomes more conscious of his home culture and it becomes more important to him. Alternatively, if he only interacts with people from Georgia who are living in New York, he may continue to be unaware of his Georgian culture. Sailors overseas can encapsulate themselves in a "little America" and really never leave their own culture.

When we leave home and learn another culture we go through a process of acculturation. Everyone goes through this at one time or another. For example, it happened when we adapted to the culture of the U. S. Navy or moved to a new region of the country. We learned the customs, rules, ways of interacting, and so on within the new culture.

These secondary cultures are often ranked in terms of their importance to us and their order changes throughout our lives. For example, when we are in high school, that culture may be most important to us. But the day we graduate, it becomes fifth or sixth on our list of cultures. Because no two individuals belong to the same cultures at the same time with the same ranking, we are all culturally unique. The more secondary cultures we share with others within our primary culture, the greater the culture similarity between us and another person.

The terms "enculturation" and "acculturation" are often confused with the term "assimilation." They are very different processes. Enculturation and acculturation mean learning a culture--our home culture or another. Assimilation means being accepted into the culture as a full member.

5.4.3 THE ICEBERG MODEL OF CULTURE

One way of conceptualizing culture is to visualize it as a gigantic iceberg. Most of an iceberg is hidden below water. The largest part of culture is unconscious or beneath the water level of awareness.

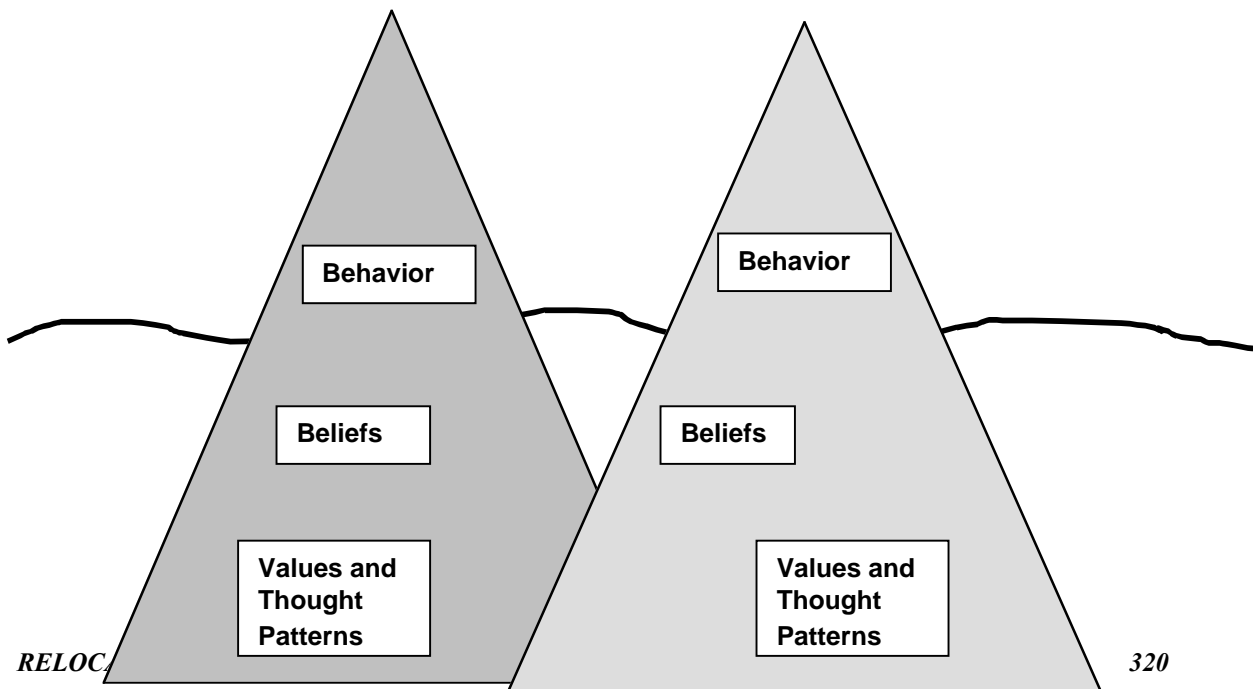


Figure 2. The Iceberg Analogy of Culture.

The tip of the iceberg that can be seen is actually the smallest part. In the model, this external or overt part of culture includes customs, behaviors, language, history, art, music, food, and so on.

When we are training for an overseas assignments, it is important to not merely give dos and don'ts lists or cookbooks that focus exclusively on external culture. Without context, this information is likely to be stereotypical and it really does not give sojourners the understanding and skills they need to deal effectively with people in the new culture. Cookbooks may contain information, but not understanding. Even the best cook must put the book down and actually cook.

When we give sailors information on external culture we are not fully preparing them to deal with new situations, especially during a crisis or conflict. At these times, there is a tendency to mentally thumb through the cookbook. If the information is not there, total panic often sets in.

It is much more useful to have a broad framework or scheme for understanding any situation that sailors might encounter overseas. This analytical or interpretative system ought to be firmly rooted in the internal culture of others--their beliefs, values, thought patterns, and ways of perceiving reality. If we know this, we have a deeper understanding of what motivates behavior.

5.4.4 DEVELOPING CROSS-CULTURAL SKILLS

ICR training that emphasizes internal culture gives sailors the cross-cultural analytic skills and the confidence necessary to cope with most situations they might encounter overseas. With knowledge of internal culture, we can usually figure out why other people behave as they do and we can anticipate how they are likely to respond to us.

This is not to undervalue the importance of accurate and useful culture-specific information. Indeed, predeparture and arrival training must give sailors survival information such as local customs, how to use the transportation and communication system, some basic language training, and so forth. This will give them vital information to interact with local nationals and the assurance that they will not make a

major culture mistake. The reduction of uncertainty will decrease the anxiety that interferes with learning about local people and interacting with them.

Culture-specific training gives sailors a better appreciation of the local culture and, most important, its people. This information may humanize local nationals--when they meet with them they see their own brothers and sisters. In turn, this may decrease critical incidents in which there is conflict with local people.

The primary way we learn how to analyze or interpret an ambiguous situation is to actually do it. That is, these skills are acquired experientially. ICR trainers may demonstrate them and thus model appropriate intercultural behavior, but trainees must get hands-on experience.

Ultimately, strong intercultural competency includes the acquisition of in-depth culture-specific information, broad cross-cultural understanding, and the analytic and interactive skills to deal with new intercultural situations. ICR training must combine didactic or intellectual approaches that may use traditional or formal presentations with experiential approaches that allow trainees to actively participate in learning. Both ways of learning are essential in ICR training.

5.5 INTERCULTURAL COMMUNICATION

The ability to communicate effectively with others is a skill that is also learned experientially. Although mastering another language may be a worthwhile goal, in many cases it is an unrealistic expectation. However, we can help sailors to understand the dynamics of intercultural communication and anticipate the breakdown of communications that occurs when we enter another culture. This understanding may actually require sailors to experience the breakdown of communication in their ICR training.

5.5.1 THE DIFFICULTY OF INTERPERSONAL COMMUNICATION

Any interpersonal communication is apt to lead to confusion and misunderstanding. Even when we speak the same language, breakdowns frequently occur.

5.5.2 CROSS-CULTURAL COMMUNICATIONS OVERSEAS

Communication with people from completely different cultures when we are overseas is even more difficult and complicated and almost inevitably breaks down. What messages we pay attention to--verbal or nonverbal messages or both--the meanings we

give to these messages and how we send and receive them all depends upon our culture. And the kind of response or feedback we give to the messages is shaped by our culture.

When two or more people are together, communication takes place. Even if we don't say or do anything, we're communicating something. Furthermore, communication is a "system" involving numerous parts and links between those parts. When one part or link breaks down, the entire system shuts down--a bit like a string of Christmas tree lights. When one light blows, the whole string no longer works.

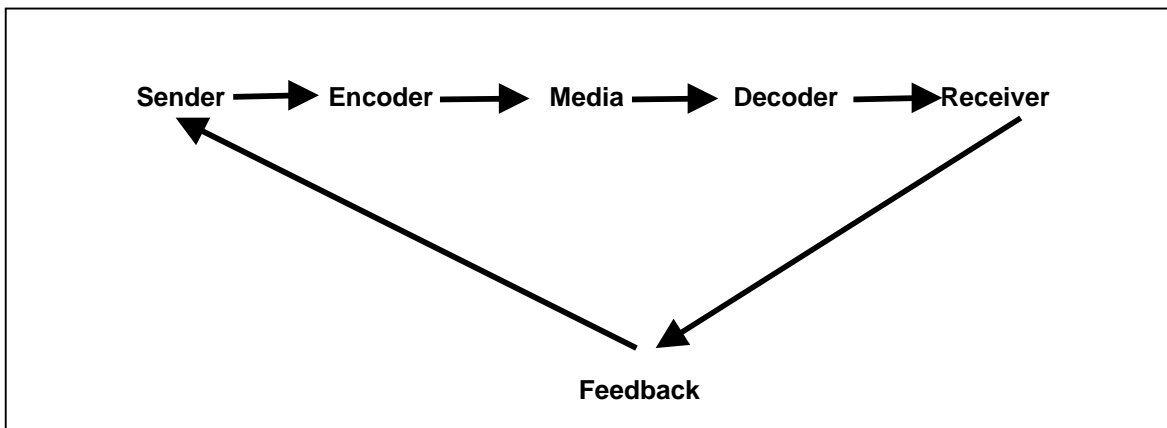


Figure 3. Basic Cybernetics Model of Communication.

When communicating with people who are culturally different than ourselves, it is almost inevitable that breakdowns will occur at almost every part and link in this communications system.

5.5.3 WE SEND MESSAGES, NOT MEANINGS

Beginning with the sender and the receiver, we don't send meanings, we send messages. Meanings are already in our heads. If we experience the world in similar ways, our messages will elicit similar or parallel meanings. However, if we grew up in different cultures, our messages could have very different meanings or no meaning whatsoever. The more abstract the message, the greater the variation in meaning across cultures.

The symbol of two lines crossed (+) could mean "plus," "cross," "religion," or even "crossroads" in the United States, whereas in Asia it could mean the number ten ("10"). The more abstract the symbol or sign, the greater the variation in meaning. Words such as "love" or "aggression" could have dozens of different, and even conflicting, meanings depending upon our culture. We may believe that the message "friend" means the same thing in all cultures, but it clearly can have a host of different implications in each language or culture.

In addition, the messages we pay attention to depends upon our culture. In heterogeneous, western, urban societies (low-context cultures), people pay attention to *verbal* messages or words. People from homogeneous, nonwestern, rural communities (high-context cultures) where much value is placed upon relationships and family, are very good at reading such *nonverbal* messages as tone of voice, gestures, facial expressions, posture, and so on. These nonverbal communication skills are highly developed because the traditional primary source of information and entertainment is face-to-face interaction.

In many Asian cultures, the nonverbal code or media is perhaps more important than the verbal code and it can only be understood in the context of the culture. Because of the premium placed on socially harmonious relationships, people are unlikely to give direct, negative feedback in these cultures. They tend to say "it is difficult" when they mean "no." They often say "yes" simply to be polite. Sometimes a subtle gesture is all that is necessary. It allows people to avoid confrontation.

Americans often come across as rather abrupt and abrasive because many of us value directness and lack of ambiguity. Our media is verbal--oral or written words. Most of us are quite comfortable saying "no."

5.5.4 HIGH-CONTEXT AND LOW-CONTEXT CULTURES

Cultures that rely a great deal on nonverbal communication and subtlety are sometimes termed "high-context" because to truly understand the meanings of messages one must place them in the context of the culture. They are relatively homogenous communities that tend to be rural with close-knit relationships and extended families. Because everyone tends to share the same child-raising practices, language, and traditions, people seem to unconsciously know what things mean without elaborate explanation.

In high-context cultures, the connotative and denotative meanings of words are often very different. This is why literal translations are almost impossible or very confusing. For example, poetry is very difficult to translate from one language to another because it must be put in the context of the culture.

We all speak high-context languages with people who share some intimate experiences with us. There is a sense of belonging. They're one of us. An adolescent male might tell you that you have a "bad" car. He may actually mean that you have a "good" car--sharp-looking and fast. But he may mean that you have a "bad" car--ugly and slow. If you come from his culture, you know exactly what the word "bad" means in the context of his relationship with you, his gestures, and his tone of voice.

Cultures that rely primarily on verbal communication and directness are termed "low-context" because you do not have share common experiences. The connotative and denotative meaning of words are the same. People who write good office memos are low-context communicators. To avoid any ambiguity, they assume little context and must spell out details with precise wording.

Memo writers are very direct and stick to necessary "facts." When confronted with a vast array of data, they select information that is relevant to making their point. Poets seem to go off on tangents and relate or tie facts together. They usually find that everything is relevant. When memo writers and poets come together, they are not simply speaking different languages, they actually think differently.

5.6 CULTURE SHOCK AND REVERSE CULTURE SHOCK

The stress that is caused by leaving our home culture and adapting to a new culture is commonly referred to as "culture shock." It is much more than simple homesickness because it involves a clash of cultures including values, thought patterns, and ways of perceiving the world. There is further confusion, frustration, and anxiety caused by an inevitable breakdown of interpersonal communication.

Culture shock is also a result of the disorientation of adapting to a new physical and social environment. It is more than just new food or different ways of greeting people. We may need to try new ways of solving problems and dealing with the world and give up ways that worked well in our home culture for most of our lives.

As indicated in Figure 1, ICR training dealing with culture shock and interaction information needs should take place well before departure and well after arrival. Long before departure, sailors are not yet overwhelmed with survival information needs. They are receptive to the broader discussion of the dynamic of cross-cultural adaptation.

After sailors and families have settled into the new culture and their information needs have been met, they experience culture shock. Not only are they then ready to consider interaction information needs they also can illustrate the problems of cross-cultural adaptation with their own experiences. Culture shock is not just an abstract or intellectual concept. It is very real.

If we adapt to an overseas culture, when we return home we go through another stressful period termed "reentry transition stress." This reverse culture shock is often more severe and lasts longer than culture shock.

The best time for reentry ICR training is probably long before return home and after the sailor is settled back into his or her home culture. Survival information needs should be met immediately before return home and immediately after arrival. Once these needs are met, sailors can consider reverse culture shock.

5.6.1 WHEN CULTURES COLLIDE

The overarching, fundamental cause of culture shock is the clash of beliefs, values, and ways of thinking in a new social environment. Figure 2 illustrates two cultures coming together. Like two icebergs colliding in the open ocean, the first thing we notice are the tips of the iceberg--the customs, behaviors, clothing, and so on. We worry about saying the wrong thing or wearing inappropriate clothing. But cultural mistakes at this level are fairly innocuous. The worst thing that usually happens is local people laugh and you are embarrassed.

At the middle of our cultural iceberg are beliefs. When we offend local religious or political beliefs, this is much more serious than simply using the wrong gesture. However, the real collision takes place well beneath the water level at the base of the icebergs.

Sojourners who interact with people who are culturally different become aware that local people don't think the way they do. They have different values and worldviews.

This collision of internal cultures causes us to ask the question, "Why do they behave that way or see things the way they do?" These are the really significant cultural questions because when we understand how other people's values and thought patterns shape their behavior we truly know another culture.

This collision also causes us to examine our own culture. Why do we react the way we do? We probably would never ask this question unless we left our own culture and encountered people who are culturally different. That is, culture shock often causes us to become more consciously aware of our own culture including its basic values, thought patterns, and worldviews.

Of course, there are some who would claim that they lived overseas and never experienced culture shock or the collision of internal cultures. Tourists seldom experience culture shock because they don't really live in another culture. Sailors who have been stationed overseas who claim they have never experienced culture shock have not really interacted on an interpersonal level with people in the overseas culture. If you never leave the base, you never really experience culture shock.

5.6.2 A BREAKDOWN OF INTERPERSONAL COMMUNICATION

In a new culture, interpersonal communication is difficult and frustrating. It is not just a matter of learning the local language. Gestures have new meanings and we are unsure about such social customs as greeting people, giving gifts, or tipping. The breakdown of communication causes anxiety and anger.

People in the new culture often think differently and they may not share our values, beliefs, and worldviews. This, in turn, affects behavior. In some cultures, being on time for meetings seems less important than socializing with friends. Rather than getting down to business, local people seem to waste a great deal of time in small talk and they seldom give you a direct answer to your questions.

However, local people take offense to your directness and your tendency to talk business first before developing friendships. Your directness comes across as abrupt, rude, and abrasive. Simply saying "no" provokes a local national. Your need to "get something done" during an initial meeting rather than simply "getting acquainted" causes you to be viewed as "pushy" and "arrogant."

5.6.3 LOSS OF CUES OR REINFORCERS

Cues or reinforcers are the thousands of things and ways of doing things that make us feel comfortable and make life predictable. Much of cross-cultural adaptation stress is a result of the new physical environment--food, climate, music, clothing, and so forth. However, another one of the primary causes of culture shock is the social environment including different customs and ways of interacting. People do things differently. The way you give gifts, greet people, and carry on friendly conversation that seemed quite natural at home is no longer appropriate overseas.

The most significant cues are loved ones. Leaving friends and family is a little like experience their death. We are "losing someone" close to us. We must go through a genuine grief process until we have finally adjusted to the reality of our loss. Of course, those close to us at home also "grieve" for those of us who have departed.

5.6.4 AN IDENTITY CRISIS

Anyone who adjusts to another culture and goes through culture shock changes inside. Research dating back over 50 years shows that sojourners return home with a greater understanding of and appreciation for their own culture, a stronger sense of what is important to them, enhanced self-esteem and self-reliance, and greater flexibility. They grow in ways that would never happen had they stayed at home. However, most growth involves some pain.

Perhaps the most obvious "identity crises" we go through is adolescence when we must give up our "childish" ways of thinking, perceiving reality, and behaving and accept a new identity as an adult. It is difficult to give up these old ways.

In many cultures this transition period is marked by some sort of puberty ritual or rite of passage. The Zuni Indians of New Mexico and the Zulu of South Africa paint a boy white to symbolize the death of childhood. The young man is separated from his mother and siblings and goes through an initiation with other adolescents after which he returns to his village as an adult--a man. The child must die so that the adult can be born.

This death/rebirth cycle is also central to the confirmation ceremony of Christians or the bar/bat mitzvah ceremony of Jews. After one is accepted by others as a mature adult, the young person must give up immature ways of thinking and behaving.

Culture shock is similar in that one must try new ways of thinking, perceiving reality and behaving and "give up" ways that were comfortable and worked well at home. Culture shock can be understood as a transition period of giving up some of our usual ways and adding new ways to our repertoire of responses for dealing with the world.

5.6.5 SYMPTOMS OF CULTURE SHOCK: REACTIONS

The "symptoms" of culture shock vary with the individual because we each respond to stress in different ways. Although culture shock is a psychological phenomenon, we often manifest physiological symptoms of stress such as an upset stomach or insomnia.

The most common symptom of culture shock is a sense of being out of control. We can't control the situation or our feelings. For those who have a strong need to be "in control," this is overwhelming whereas others can more easily tolerate the ambiguity and helplessness. Simple tasks such as making a phone call or taking a bus become monumental challenges. We begin to feel like children and our sense of self-esteem decreases.

The reactions to the stress of adapting to a new cultural or social environment generally fall into three categories:

1. Flight. The first impulse is to flee the situation, to go home, or to have fantasies about going home. This may manifest itself in withdrawal from local nationals or others.

This avoidance or escape behavior is not all bad if it is temporary. It allows the sailor to catch his breath and sort out his feelings. He is more secure among other Americans. However, if it continues over a long period of time, it can be an almost phobic reaction to locals.

2. Fight. If we can't escape or avoid those who are causing us pain and frustration, we get angry. This anger is often displaced onto those who are lower in the social hierarchy...the child gets a spanking from his father and storms out the door and kicks the car.

If sailors are prejudicial toward local people and view them as inferiors, they will take out their anger on local nationals. A sailor who has never gotten into a fist fight in his

life may find himself in trouble in a small village in Greece because he took out his frustrations on a Greek in a bar.

This is a primary reason for predeparture culture-specific training--it humanizes local people and makes it harder for the sailor to view them as less than human or inferior.

3. Filter. Like a filter lens on a camera that distorts and simplifies reality by highlighting the darks and lights or taking out the clouds on an overcast day, we psychologically distort and simplify the complex and ambiguous reality of adjusting to a new culture.

Some sailors deny they are overseas. They build a "little America" in the host country and surround themselves with American friends, music, and so forth. They refuse to try the local food or language and may have endless discussion with others who share this reaction about how bad things are in the local culture and how great they were back home. This is a gross distortion because there are many good things about the local culture and many bad things about the United States. But this kind of conversation justifies their avoidance of the local culture.

The opposite can also happen. We can deny our home culture. Within a month, the sailor has grown a mustache, has a local girlfriend, eats only traditional food, and avoids all Americans. He often complains about the United States and glorifies the new culture. He "goes native." Those who go native often think they are making a great adjustment while local people find them a bit bizarre.

5.6.6 COPING STRATEGIES: FLEX

Predeparture and entry programs should help sailors to understand the dynamics of cross-cultural adaptation and develop their own coping strategies. If they don't understand the process, they feel as if they are helpless and the situation is hopeless.

When they know that this stress is normal and everyone who adapts to another culture goes through it, they are no longer alone. More importantly, they have control. They can think of various ways to deal with the situation. If they don't understand the process, the situation controls them.

A vital part of training involves helping sailors to anticipate the stress of culture shock and develop their own positive ways of dealing with it. For example, exercise is a very

good way to relieve stress. There are also negative ways to relieve stress such as alcohol consumption.

Although it is tempting to list dos and don'ts, specific symptoms and ways of dealing with culture shock, this approach could be counterproductive. The object is to help sailors to develop the skills to analyze and understand any situation, not to memorize superficial and stereotypical admonitions that lead to a false sense of security. In novel situations, panic sets in.

The symptoms of culture shock vary with the individual. With a list of symptoms, sailors use the list as somewhat of a check-off sheet--if they don't have the symptom, they assume they don't have culture shock.

Coping strategies (flex) will vary with the individual and, once sailors understand the dynamics of cross-cultural adaptation, they should be able to develop their own coping strategies. A few strategies can be suggested; however, it is important for trainers to encourage each sailor to develop his or her personal strategies.

When the sailor becomes more flexible and tries to interact with local nationals and experience and understand their culture, entry stress begins to disappear. This is perhaps the best general coping strategy--to restore interpersonal communication with non-Americans. This also leads to a deeper understanding of the culture. One might argue that you really do not know another culture unless you have a friend in that culture.

5.6.7 PATTERN OF ADJUSTMENT

Most researchers believe that there is a pattern or cycle of adjustment that resembles a U-curve and reflects the various stages of adaptation.

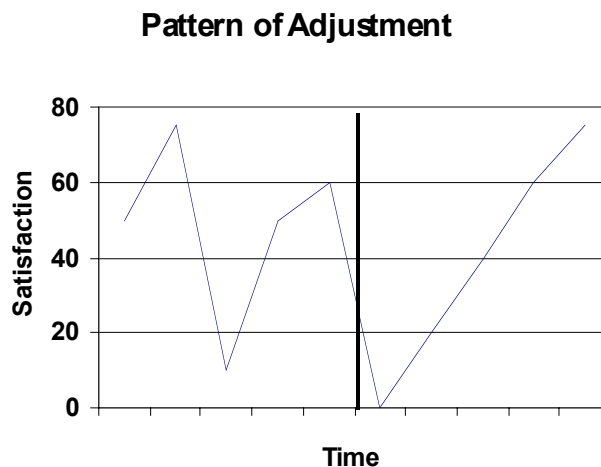


Figure 4. Pattern of Adjustment.

The perpendicular line represents level of satisfaction and the bottom horizontal line represents cross-cultural adjustment time. Note that the initial period in the country is usually very pleasant--new people and food, the adventure of a different culture, and so forth. This is often referred to as the "honeymoon" period because sailors are not yet firmly and realistically involved in the culture.

The honeymoon ends when sailors must adapt to the local culture by taking public transportation, eating some of the food, and interacting with those who are unfamiliar with English or Americans. In addition, disillusionment sets in--it isn't as wonderful as they were told. This is a good reason for being frank and realistic during predeparture orientation. The only people who are severely disillusioned are those who began with great illusions.

During the downward trajectory of culture shock there is enormous stress which, in turn, may weaken the sailor's immune system and cause the various reactions of culture shock (flight, fight, filter). It is important at this time to help them develop their own coping strategies for dealing with both stress and the overall phenomenon of culture shock. Trainers and counselors should also be available to allow the sailor to vent his or her frustrations and to maintain interpersonal communication.

During this period, trainers and counselors must be vigilant in identifying pathological symptoms of severe culture shock. Two notable reactions are excessive withdrawal from others and from reality. These two reactions are usually indicative of someone who is beyond the normal range of response to culture shock. Most people snap out of the culture shock and begin to have greater satisfaction. This is illustrated with the U-curve pattern. When we interview sojourners and ask them "what event caused you to come out of culture shock," the most common response we get is, "I developed a friendship with a local national." That is, restoring interpersonal communication and interacting with locals was the turning point.

Trainers and those who provide in-country support services should provide opportunities for this to take place. This might begin very modestly with field trips into the local culture or developing mentor relationships with local nationals. It is vital that this happens because the quicker the sailor starts the upward trajectory on his or her

U-curve, the more effective that sailor is likely to be in performing his or her job overseas.

5.6.8 REVERSE CULTURE SHOCK

The perpendicular line near the center of the Pattern of Adjustment chart represents return home. Note that this second U-curve has no honeymoon period. When we return home, friends and family expect us to "hit the ground running." They neither expect nor accept bizarre behavior.

Reentry transition stress (reverse culture shock) is much more severe than culture shock and it tends to last longer. Furthermore, those who adapt best overseas often have the greatest difficulty with reverse culture shock.

For families, it is important to understand that each member of the family will experience culture shock and reverse culture shock differently. The working sailor may be doing roughly the same job overseas as back home and most local nationals speak English. The nonworking spouse will experience much greater culture shock because he or she must interact with local nationals who may not speak English and the way of organizing and running the household may be very different than home.

Adolescent children have great difficulty moving overseas because their peers are so important to them while preadolescent children have little difficulty. Conversely, preadolescents experience the most severe reentry stress.

5.6.9 ICR TRAINING DEALING WITH ADJUSTMENT

In all programs, the full W-curve ought to be discussed because it alerts sailors and their families that adjustment is an ongoing process. However, reverse culture shock must be discussed in detail during prereturn training or during arrival home programs.

Again, as indicated in Figure 1, the concerns of sailors will shift depending upon when the training is conducted. Long before returning home, the process of reentry and interaction information needs could be discussed in some detail. However, prereturn training conducted just before leaving the overseas site and arrival training conducted immediately upon landing in the United States should emphasize and focus on nuts-and-bolts survival information.

The key to good reentry programs is helping sailors to anticipate the stress of returning home. The causes of reverse culture shock are roughly the same as culture shock. But, the reactions are more severe because few worry about returning home. This is especially true for sailors who successfully adapted overseas. They have changed the most and they are the most content with fewest anxieties.

At this time, most will have experienced the phenomenon. It is no longer abstract. In fact, many will want to "testify" or share their experiences. Time must be allotted for this venting to take place. The trainer then becomes more of a facilitator.

During reentry ICR training, we can build on the skills and knowledge that sailors have acquired when they adapted overseas. Remind them of their experiences. This not only helps them review the concepts, it also becomes a debriefing exercise. They will discover the commonality of their experiences with others. They also begin to view themselves as cross-cultural experts of sorts and this, in turn, causes them to be even more interested in the reverse culture shock.

Lastly, it is important for them to anticipate how people have changed in the United States. For the single sailor who left a lover at home, the phenomenon of "anticipatory grief" must be explored. For families, the issues of spousal stress, adaptation and education of children, and even "third-culture kid" (TCK) dynamics ought to be fully discussed before return home.

5.7 SOME IMPLICATIONS FOR ICR TRAINING IN THE NAVY

ICR trainers are often expected to give advice on how best to adjust quickly and painlessly overseas. Furthermore, they are expected to describe the overseas experience in a colorful manner without ambiguity or complexity. Many sailors do not want theoretical or abstract culture-general presentations that emphasize process. Rather, they want their training short, concrete, painless, entertaining, and simple.

It is very tempting to give sailors what they apparently want--cookbooks, dos-and-don'ts lists, fancy charts and graphs, and a multitude of clever anecdotes. Like the self-help psychology books and various forms of sensitivity training of a couple of decades ago, it is doubtful that these quick, cure-all, painless approaches are productive. In fact, they may be quite counterproductive in giving sailors a false sense of confidence in their abilities, false expectations about the ease of cross-cultural adjustment, misleading and

inaccurate stereotypes about other cultures, and a lack of true understanding of the dynamics of culture shock.

Just as there were casualties of the old sensitivity training workshops, there can be psychological casualties of bad ICR training. This places an especially great ethical burden on the Navy and the ICR trainer.

Of course, trainers must be entertaining simply to get and hold the attention and interests of sailors who may not be accustomed to didactic presentations or complex conceptual frameworks. Stage presence, anecdotes that make a point or concretely illustrate a concept, and sometimes even graphs, charts, and films are necessary. Even cultural generalizations are useful so long as they are accurate and lead to conceptual understanding. But all of these should have the following clear purposes: (1) helping sailors anticipate the stress of cross-cultural adaptation, (2) facilitating the development of coping strategies, (3) giving the sailor confidence that he or she can adjust to another culture and interact effectively with host nationals, and (4) helping sailors understand the process of cross-cultural adaptation.

5.7.1 UNDERSTAND THE CONCEPT OF CULTURE

If we do not explain the concept of culture, there is no way to focus on the real clash of internal values. This gives a framework for understanding and interpreting behavior and customs both of others and Americans.

Central to this discussion might be the Iceberg model of culture (see Figure 2). This kind of cross-cultural analysis offers analytical and interpretative tools which can give sailors confidence in their ability to explain their own behavior and that of others in cross-cultural situations.

All of this is to suggest that ICR training ought to help sailors move from the overt and descriptive level to the analytical and interpretive. This requires didactic presentations to provide a framework or system for understanding the interrelationship of various facets of cultures and the process of cross-cultural interaction.

5.7.2 UNDERSTAND THE DYNAMICS OF CROSS-CULTURAL COMMUNICATION AND ADAPTATION

If the breakdown of communication is one of the primary causes of culture shock, sailors must understand the dynamics of interpersonal intercultural communication. The cybernetic model helps them conceptualize the process of communication and

identify the basic parts and links in a face-to-face communication system. Furthermore, it helps them identify why, where, and how communication breaks down and anticipate reactions.

5.7.3 THE SEQUENCE OF TOPICS IS VERY IMPORTANT

ICR training that begins with culture-specific information alone suggest that the focus in on "those people," and sailors naturally expect to be given a cookbook, which starts them off on the wrong foot.

Training programs that move from the culture-general to the culture-specific finesse this desire for cookbooks. In turn, sailors are more likely to develop coping strategies and gain understanding rather than simply amassing questionable information. Culture-specific knowledge is important and should be available with as much depth and breadth as possible. But, the mind-set that aids cross-cultural adaptation best is oriented toward interaction and process and focused on "us" rather than simply "them."

5.7.4 USE PARTICIPATORY OR EXPERIENTIAL EXERCISES

Although many of the basic concepts require some didactic presentations and every good ICR trainer must have a sound command of theoretical frameworks and concepts, a solid training program ought to allow each sailor to experience some of the ambiguity, confusion, uncertainty, and frustration involved in cross-cultural adaptation and intercultural communication. If culture can only be learned on a gut level, then participatory exercises, such as role playing, are extremely useful in facilitating learning.

These exercises also provide a laboratory experience in applying the various concepts and approaches discussed here and in the development of coping, interpretive, analytical, and communicative skills. In fact, unless they have these clear purposes, they may be perceived as childish and meaningless. This also provides for "stress inoculation training," which may be vital during conflict situations overseas.

5.8 CONCLUDING COMMENTS

There are a host of issues and concepts that could be considered vital to ICR training. A few include cultural conflict and conflict resolution, multiculturalism, managing a multicultural group, third-culture children, protocol overseas, and so on. However, this section lists the most basic issues, concepts, and approaches.

The first efforts to prepare sojourners for relocation overseas were simply country-specific briefings, which provided a great deal of information but little understanding. Learning was for the most part passive. Participants listened to lectures. Thus, they did not acquire vital intercultural skills such as the ability to communicate with people from other cultures or the ability to analyze a complex intercultural misunderstanding or conflict.

These essential intercultural skills can best be learned in experiential exercises such as role-playing, games, simulations, and other interactive activities. Many of these participatory techniques have been tested with thousands of sojourners and are now available to Naval ICR trainers. There are many trainers on naval bases around the world who have developed some of their own intercultural activities appropriate to the Navy and to their particular site.

The teaching approaches and techniques should be modified to fit the learning styles of different groups at different times during their sojourn. For example, giving basic culture-specific information may be most appropriate at certain times, whereas in-depth knowledge is required at other times. Today, most ICR trainers combine culture-specific information or briefing with broad-based cross-cultural knowledge and skills. They are comfortable with both didactic and experiential approaches.

Thirty or forty years ago there were only a handful of books or journals dealing with intercultural relations, only one professional association for cross-cultural trainers and educators, and few films or other audiovisual materials. Much of the early training was based on anecdotal information with little theoretical and conceptual depth or breadth. Cross-cultural stories were often entertaining but could not lead to authentic intercultural understanding or help sailors to interact effectively with people from other cultures.

Today there are hundreds of excellent books written each year and at least a half dozen journals and professional associations. There is a vast array of films, videos, CD ROMS, and Internet materials that can support, illustrate, and supplement training. Although books, films, or CD ROMs cannot replace face-to-face training, they are certainly useful tools that can effectively and efficiently enhance good training. Whatever teaching methods are used must be based firmly on solid research, accurate and up-to-date information, and strong pedagogical theory. Trainers can now consider

thousands of systematic studies of cross-cultural communication, adaptation, conflict, and management.

ICR training, education, and research is now a fully developed profession. Intercultural communication is an area of study on many university campuses and a great body of research and information has been gathered that is vital to this field. As professionals, ICR trainers need to combine their own experience overseas with the training techniques, materials, and knowledge that has accumulated over the past few decades.

Lastly, the issue of ethics is very important. Bad training is not only counterproductive, but it is harmful to the sailor and to the Navy. Trainers who have a superficial understanding of ICR can perpetuate stereotypes and even sabotage the development of vital cross-cultural communicative and adaptive skills. It is incumbent upon everyone in this profession to continually upgrade their knowledge and skills.

PART 6. APPENDIX B

6.1 RESOURCES FOR RELOCATION ASSISTANCE PROGRAM STAFF

The following resources include agencies and printed materials that will assist RAP staff in designing an effective RAP for your installation.

- The Navy Wifeline Association (NWA)
901 M Street, SE
Washington Navy Yard, Building 172
Washington, D.C. 20374-5067
DSN 288-2333
Telephone (202) 433-2333
On-line address: (www.bupers.navy.mil/wifeline/wifeline.html)

NWA is a volunteer run, nonprofit, tax-exempt organization dedicated to improving the quality of life for every sea service family. Established in 1965 by and for Navy wives, NWA has now expanded to include single and married service members and their families in the Navy, Marine Corps, and Coast Guard, both active and reserve.

NWA volunteers provide assistance, information and/or referral in all matters pertaining to the military and the military lifestyle. NWA developed the Ombudsman Journal (www.bupers.navy.mil/wifeline/journal/journal.htm) and the Ombudsman Network Advisory Committee. NWA writes, publishes, and provides free of charge literature on topics from social customs and traditions to planning and managing financial and personal affairs.

Every Navy, Marine Corps, and Coast Guard spouse, family member, and active duty/reserve service member is automatically a member of NWA. There is no membership fee or registration requirement for this service. All materials are available free of charge.

- Country Studies
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Telephone: (202) 512-1800
FAX: (202) 512-2250

On-line site: (http://www.access.gpo.gov/su_docs/sale.html)

Available for 108 countries around the world, these informative booklets were originally developed and maintained by the Foreign Area Studies Group at American University for the Department of Defense and other U.S. government agencies. They are updated on a regular basis and are available only from the Superintendent of Documents, U.S. Government Printing Office.

- Background Notes

Brief factual information sheets developed by the U.S. Department of State and distributed by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for a minimal cost. (see additional contact information under Country Studies)

- Armed Forces Hostess Association

The Pentagon, Room 1A-736

6604 Army Pentagon

Washington, D.C. 20310-6604

DSN: 227-6857

Telephone: (703) 697-3180 / 6857

Established in 1949, the Armed Forces Hostess Association, recently celebrated its 50th anniversary. A volunteer group of military spouses, this organization focuses on providing updated information to relocating military families on bases all over the world.

When requesting information on a new duty station, please include your name, rank, branch of service, phone number, address, departure date, and family facts including children's ages, pets, and any special needs. Office hours are weekdays from 0900 to 1430 eastern time.

- Military Living

P.O. Box 2347

Falls Church, VA 22042-0347

Telephone: (703) 237-0203

FAX: (703) 237-2233

On-line site: (www.militaryliving.com/)

Military Living offers service members, retirees, and their families updated information on military travel and relocation. A complete list of publications, atlases, and maps can be accessed through their headquarters or by logging on to their user-friendly web site. Money saving tips and a unique Pet's Travel site are well worth a visit.

6.1.1 STATE TOURISM BUREAU INFORMATION FOR RELOCATING FAMILIES

ALABAMA	1-800-ALABAMA
ALASKA	1-907-465-2010
ARIZONA.....	1-602-254-6500
ARKANSAS.....	1-800-643-8383
CALIFORNIA.....	1-800-862-2543
COLORADO	1-800-433-2656
CONNECTICUT	1-800-282-6863
DELAWARE	1-800-441-8846
DISTRICT OF COLUMBIA	1-202-789-7000
FLORIDA.....	1-888-202-4581
GEORGIA.....	1-404-656-3545
HAWAII	1-808-923-1811
IDAHO.....	1-800-243-2754
IDAHO FALLS	1-208-523-1010
ILLINOIS	1-217-782-7139
INDIANA.....	1-800-289-6646
IOWA	1-800-345-IOWA
KANSAS.....	1-800-2KANSAS
KENTUCKY	1-800-225-8747
LOUISIANA.....	1-504-342-8119
MAINE.....	1-800-533-9595
MARYLAND.....	1-800-543-1036
MASSACHUSETTS.....	1-800-227-6277
MICHIGAN.....	1-800-543-2937
MINNESOTA	1-800-328-1461
MISSISSIPPI	1-800-927-6378
MISSOURI	1-800-877-1234
MONTANA	1-800-541-1447
NEBRASKA	1-800-228-4307
NEVADA.....	1-800-NEVADA-8

NEW HAMPSHIRE.....	1-800-386-4664
NEW JERSEY.....	1-800-JERSEY-7
NEW MEXICO.....	1-800-545-2040
NEW YORK.....	1-800-225-5697
NEW YORK CITY.....	1-212-397-8222
NORTH CAROLINA	1-800-847-4862
NORTH DAKOTA.....	1-800-437-2077
OHIO	1-800-282-5393
OKLAHOMA.....	1-800-652-6552
OREGON.....	1-800-547-7842
PENNSYLVANIA	1-800-847-4872
RHODE ISLAND.....	1-401-222-2601
SOUTH CAROLINA	1-800-346-3634
SOUTH DAKOTA.....	1-800-843-1930
TENNESSEE.....	1-615-741-2158
TEXAS.....	1-800-8888-TEX
UTAH.....	1-801-538-1030
VERMONT	1-802-223-3443
VIRGINIA	1-800-VISIT-VA
WASHINGTON	1-800-544-1800
WEST VIRGINIA	1-800-CALL-WVA
WISCONSIN.....	1-800-432-TRIP
WYOMING	1-800-262-3425

6.2 BIBLIOGRAPHY (GENERAL)

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The Moving Book: A Kid's Survival Guide. Davis, G., & Denen, S., Little, Brown and Company, 1997.

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6.2.1 BIBLIOGRAPHY (CHILDREN)

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6.3 RELOCATION WEB-SITES

The following URLs are invaluable resource sites for the relocating military family.

6.3.1 GENERAL NAVY INFORMATION

Base Information

(www.armedforces.com/base/)

BAH, Per Diem, COLA rates	www.dtic.mil/perdiem/rateinfo.html
BUPERS Home Page	web.bupers.navy.mil/
Homeport List	www.chinfo.navy.mil/navpalib/ships/lists/homeport.html
LIFELines QOL Mall	www.lifelines4QOL.org
Navy Housing Homepage	www.housing.navy.mil/
Navy-Marine Corps Relief Society	www.navy.mil/homepage/nmcrs/f_frame.html
Navy On-Line	www.ncts.navy.mil/nol/
Ombudsman Journal	www.bupers.navy.mil/wifeline/journal/journal.htm

6.3.2 GOVERNMENT AGENCY ASSISTANCE

Bureau of Consular Affairs	travel.state.gov
City Information	cityguide.lycos.com usacitylink.com/visitcity.html
Embassies	www.embassy.org/embassies/index.html
Federal Web Locator	www.law.vill.edu/fedagency/fedwebloc.html
Immigration & Naturalization	www.usdoj.gov/ins
State Department	state.gov/
State Information	www.yahoo.com/regional/u.s.states
State Treatment of Moving Expenses	www.erc.org/research/stattax.html
USPS Zip Code Lookup	www.usps.gov.ncsc

6.3.3 CONUS/OCONUS TRANSFER INFORMATION

American Relocation Center	www.sover.net/-relo/
Apartment Information	www.rent.net/
Apartments Nationwide	www.aptrelo.com/
Home Buyers Fair	www.homefair.com/home
International Real Estate Directory	192.41.28.43/
Maps, Weather, On-Line Phone Book	www.yahoo.com/regional/u_s_states
Military Assistance Program	dticaw.dtic.mil/mapsite/
Military Living	www.militaryliving.com
Military Relocation Guides	www.conquest-corp.com
Military Traveler On-line	www.militarytraveler.com
Moving Day Checklist	www.erc.org/research/chklst.htm
Navy Lodges	www.navy-nex.com/lodge/index.html

Navy Survival Guide	www.militaryinfo.com
PCS House	www.housing.navy.mil/
Relocation Station	dticaw.dtic.mil/mapsite/
Space-A Travel	www.militaryinfo.com/indexspacea.htm
The Big Book (National Yellow Pages)	www.bigbook.com
Travel Map with Directions	www.mapquest.com/
World Travel Information	www.city.net/

6.3.4 MILITARY CHILD SUPPORT SITES

DOD Education Activity	www.odedodea.edu/
Family Network	www.famnet.com
Military Child Development Program	dticaw.dtic.mil/milchild
Military Child Education Coalition	www.militarychild.org/
Military Kids on the Move	dticaw.dtic.mil/mapsite/index.htm
Military Teens on the Move	www.mtom.com
SGT Mom's Duty Stations and Relocations	sgtmoms.com.dutysta.htm

6.3.5 JOB SITES

American Job Bank	www.ajb.dni/us/
Career Mosaic	www.service.com/cm/cm1.html
Job Web	www.jobweb.org/
O.P.M.-Job Opportunities	www.usajobs.opm.gov/A6.htm
Relocation Salary Calculator	ww2.homefair.com/calc/salcalc.html
Salary Calculator	www.homefair.com/homefair/cmr/salcalc.html
State Individual Income Tax Rate	sso.org/fta/indinc.html